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ABSTRACT

The overall objective of the 1977 national project was to assist participating states in increasing the number and participation of Native American students, teachers, and teacher educators in vocational and technical education. Participants in the major training activity (a 3-day workshop) were 15 3-member state teams and about 30 tribal and Bureau of Indian Affairs representatives. The workshops addressed four specific needs of Native Americans with respect to vocational and technical education: student recruitment, needs assessment, personnel development, and teacher and student retention. State teams developed action plans (included in the appendices) to meet the overall project objectives. An important workshop product was a resource manual for use in recruiting and involving Native Americans in vocational and technical education. At a successful special conference held after the workshop, project staff informed influential state vocational educators of the problems and special needs of Native American students. Staff concluded that vocational and technical education needs assessment projects should continue; vocational educators should advertise job opportunities appropriately to recruit Native Americans; and special teacher certification programs should be expended to better prepare Native American teachers. It was further concluded that vocational and technical education should be a priority at national, state, and tribal levels. (SB)

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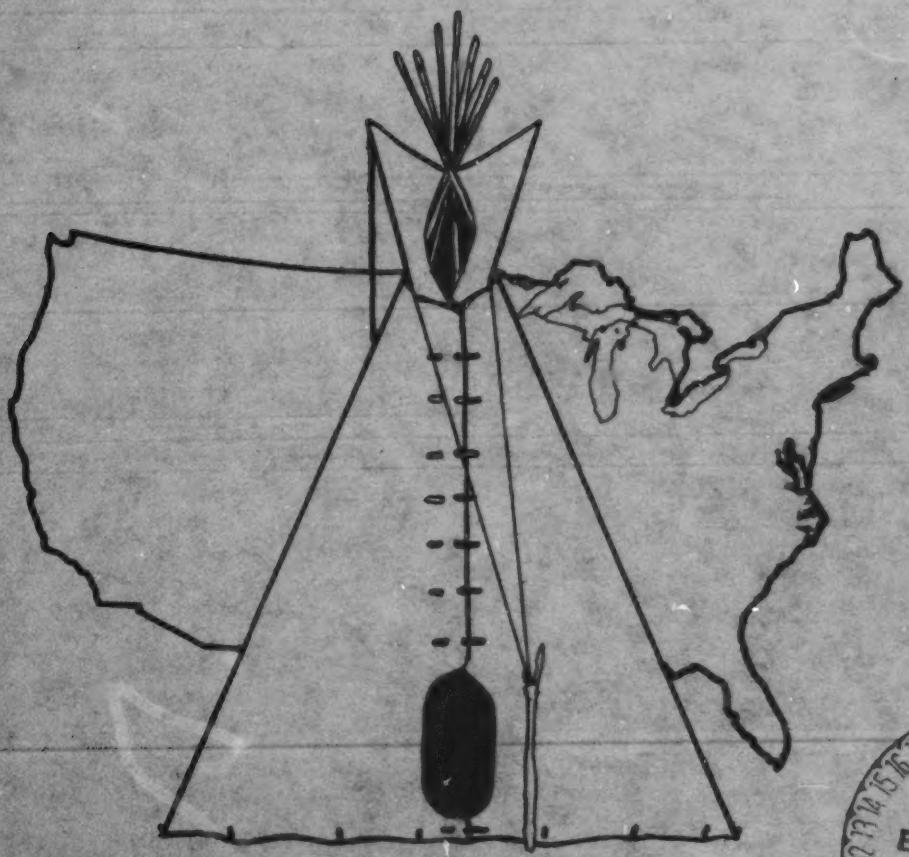

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NATIONAL VEPD 553 PROJECT
OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
AND
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FINAL REPORT

NATIONAL PROJECT: INCREASING PARTICIPATION OF NATIVE AMERICANS IN VOCATIONAL EDUCATION

1976-1977

by

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TABLE OF CONTENTS

PROJECT DATA v
PREFACE vii
ACKNOWLEDGMENTS ix

CHAPTER PAGE

I. INTRODUCTION 1
Statement of the Problem 1
Review of the 1975-76 Project 4
Objectives of the Project 7
General Plan of Operation 8

II. METHODS AND PROCEDURES
Plan of Action 9
Activities of the Planning Committee 9
Planning the Workshop 15
Selection of Participants 16
Conducting the Workshop 16
Evaluating the Workshop 23
Workshop Follow-Up Activities 27
Summarizing the Special Conference 28

III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 33

BIBLIOGRAPHY 39

APPENDICES

Appendix A: 1970 Census Report of Indian Population 41
Appendix B: Planning Committee Information 44
Appendix C: Workshop Materials and Presentations 84
Appendix D: Resource Manual Information 134
Appendix E: Special Conference 136

PROJECT DATA

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Project Assistant: Tana Stufflebean

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PREFACE

This publication is a report of the national project, "Increasing the Participation of Native Americans in Vocational Education." The project was funded through the Education Professions Development Act, Part F, Section 553 of the Office of Education, United States Department of Health, Education, and Welfare, and cooperatively sponsored by the Oklahoma State Department of Vocational and Technical Education and Central State University.

Mr. Arch Alexander, Deputy State Director, Oklahoma State Department of Vocational and Technical Education, and Dr. Joe M. Kinzer, Jr., Assistant Professor of Vocational and Technical Education, Central State University, served as Co-Directors for the project. The Co-Directors for this project have had several years of experience in directing and coordinating professional personnel development projects and activities. They have been involved with state, regional, and national EPDA projects since 1969. This experience base has culminated in the expertise necessary in providing effective project management and implementation capabilities. The project staff has worked together on several EPDA projects and in the past has conducted a national project designed to involve Native Americans in vocational and technical education. Tana Stufflebean served as project assistant.

The project addressed strategies for increasing participation of Native American students, teachers, and teacher educators in vocational and technical education. Included in this report are conference agendas and summaries; workshop presentations; participant evaluations; comments and recommendations for future projects; as well as many of the materials developed for the resource manual.

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ACKNOWLEDGMENTS

The project staff wishes to acknowledge all the people who contributed to the accomplishment of this project. We sincerely express our appreciation to the members of the project planning committee and all others who expressed their support and commitment to the project.

We are especially indebted to Dr. Francis Tuttle, State Director, Oklahoma State Department of Vocational and Technical Education, for his continuing interest and support of the project.

Very essential contributors in the form of time and information were made by Native American leaders, teacher educators, state staff members from the Division of Vocational-Technical Education, and U.S. Office of Education staff. We are most gratified by their cooperation and assistance.

Finally, the project staff wishes to express the greatest appreciation to the project participants. The success of this national project and the worthiness of the expended resources will ultimately be determined by the efforts of each individual participant.

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Chapter I

INTRODUCTION

Statement of the Problem

Through this national project, "Increasing the Participation of Native Americans in Vocational and Technical Education," hopefully some of the potential needs for Native Americans in vocational education have been addressed and solutions formulated.

In 1970, the U.S. Bureau of Census reported approximately 827,000 American Indians, including 34,000 Aleuts and Eskimos. In a publication distributed by the United States Department of the Interior, Bureau of Indian Affairs (1976), the statement was made that Aleuts and Eskimos are included in the Indian population since the Federal Government has responsibilities to them similar to those it has to Indians on trust lands. In 1973, of the total number of Indians, Aleuts, and Eskimos, about 543,000 were on reservations or nearby. This number includes all of Alaska and former reservations in Oklahoma.

In 1974, there were 266 Indian reservations under Federal jurisdiction. Along with these, the Bureau of Indian Affairs serves approximately 216 Native Alaskan communities.

In referring to Native Americans, the question often arises, "Who is an Indian?" There is no general legislative or judicial definition of "an Indian" that can be used to identify a person as an Indian. A person identified in the United States Census as an Indian usually declares him/herself to be one. The concept of race as used by the Bureau of the Census does not denote a scientific definition of biological stock, but rather an indication of whatever race a person identifies with. The race of the person's father is used for people of mixed parentage who are in doubt as to their classification. An individual must live on or near a reservation or on or near trust or restrictive land under the jurisdiction of the Bureau, be a member of a tribe, band, or group of Indians recognized by the Federal Government, and for some purposes, be of one-fourth or more Indian descent, to be designated as an Indian eligible for basic Bureau of Indian Affairs services.

There has been an increase in the Native American population of approximately 33 percent from the 1960 census report to the 1970 census report. This rate of increase

is more than that of the total United States non-native American population. The Native American is comparatively young with the median age of rural Native Americans in 1960 reported at 17.7 years as compared with 27.3 years for the total United States rural population. More than 60 percent of rural Native Americans were under 25 as compared to 48 percent for the total (Trimble, 1972). About 20 percent of the total Native American population was enrolled in school in 1970, with 68.4 percent enrolled in public schools, 25.8 percent attending federal schools, and 5.8 percent attending mission and other schools. The 1960 census on educational attainment reported that 14 percent of rural Native Americans received no formal schooling at all as compared to only 2 percent of this total rural population. Only one-third of the nation's Native Americans received no formal schooling at all as compared to only 2 percent of this total rural population. Only one-third of the nation's Native Americans had attended high school as compared to 45 percent of the total rural population.

Native Americans living in Oklahoma for example have increased from 64,689 in 1960 to 97,731 in 1970 (Trimble, 1972). This increase results in Oklahoma becoming the number one state in the nation in Native American population. Oklahoma is ranked sixth nationally in percentage of Native American population to total state population. However, Oklahoma is one of the few states with no Indian reservations as such. A copy of the 1970 census of Indian population and a ranking of the 20 states with the largest Indian population appears in Appendix A. Population figures in this report may vary according to the resource cited.

The employment of Native Americans in Oklahoma reflects their educational and racial handicap. In Oklahoma in 1960, of all Native Americans 14 years old and over, only 36 percent were attached to the civilian labor force as compared to 49.6 percent for the remaining population and 49.3 percent for all races combined (Hunter and Tucker, 1966). This situation results in Native Americans having smaller incomes.

Almost half of the working age Indian population is chronically unemployed. It is estimated that three-fourths of the American Indian families have an income of less than $3,000 per year and about half have incomes of less than $2,000 per year. Fifty thousand reservation Indians need jobs, and in another ten years that number will increase to 60,000. These jobs could come from private, non-Indian manufacturing plants on or near

reservations, new-Indian-owned businesses, or public works of various kinds.

The national awareness of this country's responsibilities to the American Indian is higher than ever in history. Educators of Vocational and Technical programs have indicated renewed interest in occupational training for Native American students, and Native American leaders realize that the best opportunity for attaining the economic benefits they desire for their people is through education and training. They also realize that vocational and technical programs are currently more nearly job oriented with increased emphasis on job opportunities in local communities (Kinzer, 1972).

The variety of vocational training models for the Indian community must be closely related to both the ongoing developments in non-Indian Americans to the progressive developments in non-Indian communities. Vocational education is actually a process that extends throughout the various age groups and concentrates in the determination of community-oriented careers.

Native Americans should be given more detailed information in (1) job markets, (2) educational preparation, (3) planning for careers, and (4) the range of jobs available and the duties involved in each.

The increased interest on the part of vocational and technical education to serve Native American students is not sufficient however to ensure that more Native Americans become involved in vocational and technical education.

Native American students in the past have not enrolled in great numbers in vocational and technical programs and the dropout rates have been excessive (Trimble, 1972). The National Study of American Indian Education conducted by Robert Havighurst (1970) found that the problems result in part from the cultural and socioeconomic differences of non-native American leaders with those of their Native American students.

The expertise necessary for vocational and technical educators to motivate and attract Native American students carries with it an inherent requirement of an understanding of the students' cultural backgrounds, value systems, goals, and needs (Lawson and Reimer, 1977).

The Native American student has had difficulty in adjusting to a changing society and culture. His/her adjustment is made difficult because of his/her environmental and

cultural heritage which sometimes is in conflict with the dominant environment and cultural heritage.

The vocational and technical educator who is unaware of the adjustment problems faced by the Native American student may inadvertently contribute to the student's difficulty in succeeding in a multi-cultural environment. Many efforts including conferences, workshops, and seminars have been directed toward the solution of these problems.

One of the major concerns in planning, developing, and conducting projects and programs relative to improving Native American education relates to the evaluation of the effectiveness of such efforts. (Lawson and Reimer, 1977). Therefore, the specific needs to be met by the project are: (1) recruitment of Native Americans for vocational-technical education, (2) assessment of needs of Native Americans in vocational-technical education, (3) personnel development for Native American teachers, and (4) retention of Native American teachers and students in vocational-technical education.

Review of the 1975-1976 Project

As a review of last year's 1975-1976 Five State EPDA National Project, "Increasing the Participation of Native Americans in Vocational Education," Bob King, Bureau of Indian Affairs, New Mexico, presented a report of this project to the 1977 National Workshop. A summary of this report follows:

"The initial workshop was conducted on February 23-26, 1976, by the Center for Career Education, Central Washington State College, in cooperation with the Washington State Commission for Vocational Education. It is well to recognize the people who were instrumental in this project:

Mr. Archie Breslin-Director of this EPDA Program

Dr. Duane Patton-College Director of the Program

Mr. Tony Hollow-Program Coordinator

Mr. Paul Gillie-Evaluator

Five state (Alaska, Arizona, Montana, New Mexico, Washington) representatives

After some confusion and consternation about the scope and purpose of the workshop on the first day, the workshop went on. Some concerns were expressed over funding, composition of the planning committee and implementation of the project at the state

level. The picture of the overall intent became clearer after some discussion. The main purpose for the workshop was to shed some light on the state of the art of vocational education for Indian people. The discussion revealed that the state of the art for the most part is ambiguous and that there is a lack of clear-cut program development and implementation to meet the vocational education needs of Indian people at the state level. According to the Patton/Hollow report this characterizes the nation as a whole.

As we got more and more into discussing the state of the art it became more and more nebulous to identify and define it. The answer was simple. There wasn't any! We began to ask why. Why? Because these are the states which boast about having a large number of Indian people and yet do not have a comprehensive effort to provide vocational education programs for the Indian people. Of the five states, only Alaska indicated an effort by the state to provide programs specifically for the Indian people. Participants from the other states reported that there is no coordinated effort to design or plan vocational education programs to serve the Indian communities. Some states reported that certain projects are being implemented through individual tribal effort with funds through Federal sources or private foundations.

With this much identified, representatives of the five states developed individual state proposals in which plans were outlined to begin a concerted state effort in making needs assessments and developing strategies to meet the vocational education needs of the Indian people. Subsequent workshops were held at the state level with representatives from the Indian communities and the various educational agencies. The evaluative report indicated that workshops held in the three states were patterned after the five-state workshop in Seattle. It was also reported that the state workshops were well organized and were productive. Much of the concerns at the New Mexico workshop were related to how the plan would be implemented and how the project would be funded.

There were no definite programs identified within the state with which to coordinate and plan projects in this area of need. Because New Mexico Indian tribes are located on reservations in vast rural areas of the state, they generally have limited or non-existent vocational education opportunities. A lot of this has to do with lack of any significant economic or industrial developments on or near Indian reservations. Included in the strategies was an attempt to make the various federal, state and local efforts more

compatible with Indians in vocational education.

Alaska has formulated a state plan to begin meeting the needs of Native Americans in educational administration. Some of the other states have initiated serious efforts to provide education which focuses on vocational needs for Indians. Examples: EPDA Teacher Education Program for Native Americans at Central Washington State College, training vocational educators at three institutions in Montana, community college programs, etc.

The Navajo Tribe, with which I am more familiar, has a teacher training program, developed four years ago by the Navajo Division of Education with the University of New Mexico. A companion project is the All Indian Pueblo Council Teacher Education Program with the University of New Mexico. The percentage of Native American teachers in Navajo and Pueblo schools is very low and the two programs are intended to increase this number substantially. Currently there are over 400 students enrolled in both programs who are employed in local education positions and work directly with children as well as attend on-site classes. Native Americans are also under-represented in the administration of their schools. The Navajo School Administrator Training Program was developed two years ago with a grant from a private foundation. Unfortunately these programs or any part thereof are not designed to focus specifically on vocational education, but it is a trend in the right direction. It could have a lasting influence on future programs for training vocational educators. The Bureau of Indian Affairs has various programs to provide opportunities for vocational education. This again is a fragmented effort because of limited funds and facilities. This effort is concentrated primarily in two areas--career development and higher education.

Although the overall picture of the vocational education for Native Americans may appear gloomy, something is happening. Efforts are being made and with today's emphasis on Indian self-determination and Indian programs, it's a start.

While the concern for vocational needs of the Indian people has surfaced, it has been generated by only a relatively few vocational and tribal leaders. Efforts to establish viable vocational education programs for Indians should and must continue at the national, state, and local levels. As a prerequisite, state-wide needs assessments should be implemented followed by comprehensive planning to meet vocational education needs of the Indian people. In this concerted effort, involvement must be secured from key tribal

representatives and vocational leaders to affect more meaningful programs for Indians.

The strategy should include educating these key people on the various legislations concerning vocational education such as EPDA, P.L. 90-35 and Vocational Education Amendments of 1976, P.L. 94-482.

It is noted that Indian people feel that it is not only their right but their responsibility to actively participate in any and all matters affecting their lives and environmental conditions. Their desires are simply a better quality of life and to share the same opportunities other citizens have."

Hopefully, by reviewing last year's National Native American Project, the 1976-1977 project carried on some of the goals and objectives from last year's project.

Objectives of the Project

The overall objectives of the project were to assist participant states (1) to increase the participation of Native Americans as students in vocational-technical education, and (2) to increase the number of Native Americans as vocational-technical teachers and teacher educators.

As a result of the workshop, state participants were to demonstrate the following competencies:

1. ability to increase enrollment of Native Americans in vocational-technical programs,
2. ability to increase the holding power of vocational-technical programs for the Native American,
3. ability to increase the number of Native American vocational teachers and teacher educators to act as role models for students, and
4. ability to increase the involvement of the Native American community for the purposes of generating a better understanding of the benefits of vocational-technical education.

The outcomes of the project in terms of outcome for the workshop and special conference, were as follows:

A. The benefits expected as a result of the project were:

1. development of 15 state plans of action to increase the participation

of Native American students in vocational-technical education,

2. development of 15 state plans of action to increase the number of Native Americans as vocational-technical teachers and teacher educators, and
3. development of a resource manual designed for recruitment and involvement of Native Americans in vocational education.

General Plan of Operation

The project involved planning, conducting, and evaluating a three-day workshop held in Arlington, Texas, February 21-23, 1977. The workshop program was planned so as to involve the participants in a variety of activities designed to meet the objectives of the project.

A special conference was held June 28-30, 1977, in Denver, Colorado. This conference involved directors of State Departments of Vocational and Technical Education or their representatives from states with high Native American population.

Both these functions involved presentations by key resource personnel, small group discussion groups, panel presentations, individual state plans of action, and much group interaction between participants and resource personnel.

An evaluation instrument was completed by workshop participants and several recommendations were made. During the special conference, verbal recommendations were expressed by the participants during the final session.

CHAPTER II

METHODS AND PROCEDURES

Plan of Action

The national project, "Increasing the Participation of Native Americans in Vocational Education" was funded for July 1, 1976, to June 30, 1977. The plan of action was divided in three phases, including (I) Planning, (II) National Workshop, and (III) Follow-Up and Evaluation.

Phase I, Planning, was scheduled July 1, 1976 to December 30, 1976. During the first two months, the staff began research on the project. Materials and information were collected to be used in the Resource Manual. The Project Co-Directors began to identify key resource people.

The Project staff met at the State Department of Vocational and Technical Education in Stillwater, Oklahoma, September of 1976 to select the 20 people to serve on the project planning committee. Much consideration was made to select representatives from each regional area with high concentration of Native Americans and at least one member from Texas and New Mexico, as stated in the proposal. Since the project was national in scope, the sites for the planning committee meeting were determined after the selection of the committee in an effort to stay within the budget allowance for transportation of members coming from various locations within the United States. Several persons served in an ex-officio capacity with their travel being paid by their respective agencies. The members who were selected for the planning committee were Native American leaders, teacher educators, state vocational staff, and U. S. Office of Education staff. Telephone correspondence and written correspondence, including meeting agendas, were made to participants prior to the planning meeting. A news article was published prior to the planning committee's meeting.

Activities of the Planning Committee

Twenty-two participants of the Planning Committee, including 16 members, three ex-officio members, and three members of the project staff met at the Rodeway Inn Old Town in Albuquerque, New Mexico, September 26-28, 1976. A complete roster of the Planning Committee and the agenda of the meeting are located in Appendix B.

Joe Kinzer, Francis Tuttle, Clete Satepauhoodle, Thedis Mitchell & Leslie Fisher

The objectives of the planning meeting were to:

1. Design a three-day workshop,
2. Develop criteria for an application to be disseminated to the 20 states with the highest Native American population which would include (a) guidelines for the application, (b) identification of prospective workshop team, and (c) a state of the art and proposed program plans in the four areas of concern--assessment of needs, recruitment, personnel development, and retention of Native Americans in vocational education, and
3. Recommended scope and content of a resource manual.

A reception was held for the first evening of the meeting to provide participants an opportunity to become acquainted.

Arch Alexander, Archie Breslin, Ray Oxendine, Duane Nielsen, Joe Kinzer, James Beima

The planning meeting began Monday, September 27, with Mr. Archie Breslin's presentation summarizing the 1975-76 Native American project. Several committee members shared projects and programs being used in their individual states. Ms. Gay Lawrence distributed a list of recommendations from the Arizona Native American Vocational Education Conference, which was held June 16-17, 1976. Many of these conclusions and recommendations, listed in Appendix B, were helpful in determining the needs for this project.

Duane Nielsen, Francis Tuttle, Clete Satepauhoodle, Thedis Mitchell, Joe Kinzer, Arch Alexander, Leslie Fisher, Tana Stufflebean

The words "commitment" and "communication" seemed to be the key words in discussing the goals of the project. Both Dr. Leslie Fisher and Dr. Francis Tuttle expressed Oklahoma's commitment to the Native American Project. Dr. Duane Nielsen expressed support from the U.S. Office of Education and stressed the importance of the project as a valuable and critical function of vocational education.

Ray Oxendine discusses how to increase the retention of Native Americans in vocational education

The members of the planning committee were divided into four groups during the afternoon session to discuss the following areas for increasing participation of Native Americans in vocational education.

I. Assessment of program needs in vocational-technical education for Native Americans (Ms. Gay Lawrence, Chairperson).

II. Recruitment of Native Americans for vocational-technical education programs (Ms. Marilyn Campbell, Chairperson).

III. Personnel development for teachers of Native American students (Dr. James Beima, Chairperson).

IV. Retention of Native American students and teachers in vocational-technical education (Mr. Ray Oxendine, Chairperson).

During the first session Tuesday, September 28, the chairperson for each area presented a report of needs, problems, and solutions. A summary of the reports is located in Appendix B.

Ideas submitted by the committee for the content, design, and scope of the resource manual were excellent and several members contributed information and materials for the manual.

The project staff utilized the planning committee to provide broader perspectives of opinions and reactions in better understanding the needs of the Native American people and the possibilities within the vocational education system. With the dedication and support of the committee, objectives of the planning function were met and plans developed for the project.

Planning the Workshop

A series of project staff meetings was held on the Central State University Campus and the Oklahoma State Department of Vocational and Technical Education to finalize plans for the National Workshop. The application format was completed and mailed to 20 State Directors of Vocational and Technical Education along with a letter explaining the project and requesting the names of prospective state teams.

The Native American Resource Manual was developed, printed, and assembled in preparation for distribution during the national workshop. Appendix D contains information about the contents of the manual.

One of the project co-directors, Dr. Joe Kinzer, met with several members of the planning committee in Phoenix, Arizona, December 8-9, 1976, to complete plans for the national workshop. Tentative issues to be discussed during the workshop were developed. These issues are listed in Appendix C.

The project staff conducted several activities to publicize the workshop. Two hundred letters were mailed to invite the Native American tribal chairmen in the 15 states selected to participate in the workshop and to explain the objectives of the project. Selected resource personnel were contacted by telephone and written letters of confirmation concerning the National Workshop. A news article was published in "The Vista," Central State University.

Selection of the Participants

The project staff received 16 applications out of the 20 states which were sent invitations to apply for participation in the National Native American Workshop. Copies of the applications containing each state's current status and concerns appear in Appendix B.

During a project staff meeting, 15 state teams were selected to attend the workshop. Each state team included a Native American leader, a teacher educator, and a state staff member from the division of vocational-technical education. The project grant provided travel and per diem for the teacher educator and state staff team member from each state. Some states sent more than three members on their team, but all extra participants were required to pay their own expenses. State team members were notified of their selection by a letter and were given dates for the workshop.

The selection of a site for the workshop was determined after the 15 participating states were chosen. This decision was based on the geographic location of the participating states as to where would be the most economical and feasible place to conduct the meeting.

Conducting the Workshop

Phase II of the project consisted mainly of conducting the national workshop. The National Native American Workshop was held on February 21-23, 1977, at the Quality Cibola Inn, Arlington Texas. The project staff held a pre-session meeting with some of the planning committee members for an orientation as to their role and function on a panel in providing an overview of the project.

With the help of the Arlington Convention Bureau and Janet Stieben, Graduate Assistant from Central State University, registration began on Sunday evening, February

20. All participants and resource personnel were provided a resource manual. The manual was divided into seven sections: (1) Conference Information, (2) Project Review, (3) Current Programs, (4) Resources, (5) Project Studies, (6) New Legislation, and (7) Additional Information. The agenda and a list of contemporary issues and questions relating to, are located in Appendix C.

Conference activities began February 21, and continued through February 23. The workshop format consisted of major presentations, a panel, films, promising practices by states and small group sessions for developing individual state plans for increasing participation of native Americans in vocational education. Every effort was made to engage consultants who were not only highly capable as a result of their professional experience, but who were also recognized on regional, state, and national levels.

The attendance of the workshop was excellent. There were over 49 participants representing the fifteen state teams. A complete list with titles and addresses appears in Appendix C. Other participants, including Native American Tribal Chiefs, Indian leaders, and vocational education staff, numbered approximately 27, and the workshop utilized nine resource personnel who were not listed on state teams (Appendix C). Four people served as project staff.

Pictured above in the lower right side is Dr. Marcus Juby, Associate Professor from Oklahoma State University, who served as chairman of the workshop.

During the first session of the workshop, Dr. Billy Pope, EPD Consortium D Coordinator, introduced Mr. Cadar Parr, Associate Commissioner for Occupational Education and Technology, who welcomed the participants to the workshop and to the State of Texas. Mr. Parr shared the fact that in a recent survey of the Dallas-Fort Worth area, there were between 20 to 30 thousand Native Americans. Because of the large impact of Native Americans, he stated that "the people in Texas were concerned, excited, and dedicated to serving this population with whatever was needed in the field of vocational education."

The 1975-1976 National EPDA Native American Project Report was presented by Mr. Bob King, Bureau of Indian Affairs from New Mexico. He stressed that state wide assessments should be implemented, followed by comprehensive planning to meet the vocational education needs of the Indian people. Involvement should be received from key tribal representatives and vocational leaders to effect more meaningful programs for Indians designed appropriately for their needs.

Next on the program was a panel presentation, given by four members of the project planning committee, designed to clarify goals and objectives of the National Native American Project. Mr. Ray Oxendine, a high school principal from Bisco, North Carolina, served as moderator, while Ms. Gay Lawrence, Ms. Thedis Mitchell, and Mr. Tony Hollow served as panel members.

Mr. Warren Means from Bismarck, North Dakota, discussed the role of the National Advisory Council for Vocational and Technical Education. He also talked about what vocational education could mean to the American Indian. His report appears in Appendix C.

Representatives from the 15 state teams presented reports on promising practices that were being used in their particular state. These reports of projects, programs, intern experiences, in-service activities, and workshops were to provide ideas for states to incorporate in meeting the needs of the Indians in their states. Those reporting included:

lly Howard, Austin, Texas Education Specialist

Promising Practices of States

Alaska:	James Beima and Eli Reyes
Arizona:	Doris Manning and Polo Rivera
Colorado:	Paul Foster
Michigan:	Les Gemmil and Larry Barber
Minnesota:	Hal Birkland and Bill Myers
Nevada:	Nicolas Archuleta
New Mexico:	W. B. Runge
New York:	Michael Green
North Dakota:	Wayne Boekes and Angelita Dickens
Oklahoma:	Roy Ayres
South Dakota:	Calvin Rundell and Ray Howe
Texas:	Billy Howard
Washington:	Tony Hollow
North Carolina:	Judy Dowell
Wisconsin:	Bruce McConnell, Joe Rose, Gene Taylor and Charles McGeshik

Roy Ayres, State Supervisor for Trade & Industrial Education Stillwater, Oklahoma

During the afternoon session, a slide-tape presentation on "An Overview of the 1976 Vocational Education Amendments" was given by LeRoy Cornelsen, Director of Planning Office, Bureau of Occupational and Adult Education. After each presentation, there was time allowed for question and answer sessions. Louise Miller, an education specialist with the Bureau of Indian Affairs from the Sacramento area office addressed the group concerning the Bureau's role in interpreting legislation for Native Americans. She explained that the goal of educators and trainers should be to provide Native American education training programs which allows

LeRoy Cornelsen, Director of Planning Office, Bureau of Occupational & Adult Education U.S.O.E.

everyone the right to be what he wants to be and how he wants to be with every respect from the society in which he lives In her discussion of the development of resources on the reservation, she said that first of all comes the development of human resources and then one can plan long range economic development, and exemplify self-determination for Indians.

Louise Miller, Bureau of Indian Affairs
Sacramento, California

Dr. Duane Nielsen Chief of Vocational Education Personnel Development, U.S.O. E.

Dr. Duane Nielsen, Chief of Vocational Education Personnel Development, talked on the "U.S. Office of Education Personnel Development Activities." He explained that this project was one of 23 national projects funded this year on national priorities. A copy of the article "EPDA: What's In It For You" co-authored by Dr. Nielsen and Frank Perazzoli appears in Appendix C and explains the grants funded by the Education Professions Development Act (P.L. 90-35; Part F, Sections 552 and 553.)

James King, Director for Division of Human Development for the Creek Nation discussed the educational systems of the Creek Nation and the importance of the vocational education program accreditation certification. In his final comment he stated, "Vocational education is a very important part of our total system of education, and it is important that we assist Indian people in selecting an area of training that will intermatch with his lifestyle and his goals."

An excellent presentation, "The Importance of Grantsmanship," was given by Dr. Billy Pope. A copy of his report, "Glossary of Terms Relating to Contracts and Grants," was distributed to the participants. Dr. Pope talked about the tools needed in proposal writing and discussed the importance of an evaluation management system that begins on the first day of the project and is based on the import system which looks at the process, the product, and the output.

One of the activities for the day was viewing a film "Bridging the Gap: Recruiting Indian People to Careers in Education." A "Preface" to the film, which includes the address for ordering the film, is located in Appendix C.

The last part of Tuesday afternoon was spent in small group sessions for the purpose of developing state plans. The states were divided into regions with a moderator assigned for each group.

Region V: Les Gemmill
Michigan - Minnesota - Wisconsin

Region VI: Freda Vigil
Oklahoma - New Mexico - Texas

Region VIII: Angelita Dickens
Colorado - North Dakota - South Dakota

Region IX: Polo Rivera
Arizona - Nevada

Region X: Eli Reyes
Alaska - Washington

Miscellaneous: James Stratton
North Carolina - New York

The state plans drawn up during these small group meetings are found in Appendix C.

During the final session on Wednesday, Dave Warren, Director of Cultural Studies for the Institute of American Indian Arts in Sante Fe, New Mexico, sketched the broad outline of the reorganization of the Office of Education programs in the Bureau of Indian Affairs. He talked about the Native American's concern in this reorganization and emphasized the fact that developing comprehensive education "planning" would be required in order to develop all industries or all the economic programs on the reservation during a certain period of time.

A final presentation, "The Continuing Commitment," was given by Mr. Clete Satepauhoodle, Indian Education Coordinator in the Division of Developmental Programs Planning and Evaluation, U.S. Office of Education. By the time he concluded his presentation, the participants were aware of the responsibilities which had been handed to them as participants of the workshop. They were also aware of the importance of increasing participation of Native Americans in vocational education.

Evaluating the Workshop

Phase 3 of the project, "Follow-Up and Evaluation," was scheduled for February 1, 1977 through June 30, 1977. The following activities were to take place:

1. provide technical assistance to participant states,
2. modify and complete the resource manual,
3. evaluate the workshop and project activities, and
4. develop and submit final report and prototype of Resource Manual to the U.S. Office of Education.

During the last session, an evaluation instrument was distributed, giving the participants an opportunity to evaluate the presentations, workshop organization, and make comments and recommendations for future national EPDA projects. The form used for this evaluation is located in Appendix C.

Table 1 records the total responses and individual responses to the 18 items which were rated from 5 (beneficial) to 1 (no benefit). The consensus index shows the highest ranked presentation to be "The Role of the National Advisory Council for Vocational and Technical Education," by Mr. Warren Means. Three other highly ranked presentations included "The Continuing Commitment" by Mr. Clete Satepauhoodle (4.11); "The Importance of Grantsmanship" by Dr. Billy Pope (4.05); and "Overview of the 1976 Vocational Education Amendments" by LeRoy Cornelsen (3.98). The two presentations concerned with the Bureau of Indian Affairs rated lower than the other presentations. It is the consensus of the project staff that these ratings resulted not from the performance of the speakers, but because of the fact they were last minute substitutes by the Bureau staff and not in a position to react to the current problems and issues.

Responses on the "Overall Evaluation" of the workshop were highest in the area of "Workshop Atmosphere" (4.54) and "Workshop Organization" (4.40). The lowest rated item, though still in the beneficial ranking, included "Applicability to Your Individual State" (3.70). This could be attributed to the fact that each state must deal individually with the problems and needs of the Native Americans in that state, and not enough time was allowed for state teams to meet with the participants from their state to discuss the programs and projects which needed to be included in the state plans.

Table 1

Results of the Participant Evaluation Form
of the National Native American Workshop

	Presentations	Total Responses	Beneficial 5	4	No Benefit 3	2	1	Consensus Index
1.	Report on 1975-1976 Native American Project	41	5	22	10	3	1	3.66
2.	Panel Presentation of 1976-1977 Native American Project	42	8	15	15	4	0	3.64
3.	Role of the National Advisory Council for Vocational and Technical Education	42	18	20	4	0	0	4.33
4.	Overview of the 1976 Vocational Education Amendments	42	10	24	6	1	1	3.98
5.	Vocational Education From The Area Office	42	5	5	14	8	10	2.69
6.	USOE Personnel Development Activities	43	8	21	13	1	0	3.84
7.	A Vocational Training Program for Native American Adults	41	3	20	13	5	0	3.51
8.	The Importance of Grantsmanship	43	17	18	4	1	3	4.05
9.	Implementation of Vocational Education Through the Bureau of Indian Affairs	38	5	6	11	9	7	2.74
10.	The Continuing Commitment	36	16	10	8	2	0	4.11
11.	Promising Practices	42	11	12	16	3	0	3.74

Table 1 (Continued)

	Presentations	Total Responses	Beneficial 5	4	No 3	Benefit 2	1	Consensus Index
12.	Regional Meetings for Development of State Plans	41	6	15	12	3	5	3.34
13.	Workshop Organization Was:	43	20	18	3	2	0	4.40
14.	Facility and Accomodations Were:	43	12	20	9	1	1	3.95
15.	Scope and Content Were:	43	12	24	5	2	0	4.07
16.	Personal Professional Gain Was:	43	12	19	10	2	0	3.91
17.	Applicability to Your Individual State Was:	43	8	19	11	5	0	3.70
18.	Workshop Atmosphere Was:	43	25	16	2	0	0	4.54
19.	Comments and Recommendations for Future National EPDA Projects.							

Some of the "Comments and Recommendations for Future EPDA Projects" mentioned by the participants included the following statements:

1. Follow up in one year's time to report on each state's activities of the plan that was submitted regarding teacher development.
2. I believe that extending the days for the conference or curtailing the allotted time for the state presentations would add greater scope to discussion of state plans for the future.

   The end product is what I believe we came for and an end product can only be seen through regional meetings.
3. The conference atmosphere and interest were excellent and very good; however, the major concentration was on the reservation Indians, and I

would hope that a follow-up conference could be held for those states having predominantly urban Indians to develop methods of meeting this population's need.

4. I have been to many such meetings -- the best features to me of this one are:
   a. Excellent selection of presentations and participants
   b. Resource Manual and materials
   c. Learning new information about Native Americans
   d. Some of the presentations which were planned--the visuals--Minnesota especially
   e. Nielsen and Pope presentations
5. Timing was too tight, it is difficult to control 15 state reports, especially when they are good.
6. I thoroughly enjoyed my participation in this workshop. Keeping the activities on schedule, however, is necessary in order to maintain "faith." The best part of the program was Clete's speech--I wish we could have started with it!

Workshop Follow-Up Activities

Following the workshop, the project staff completed several tasks. Recommendations were mailed to Ruth Tangeman, National Advisory Council for Vocational and Technical Education. Follow-up letters were mailed to all resource personnel thanking them for their involvement. News releases from the Texas paper, Ft. Worth Star Telegram, "Indians Scouting for Missing Pride," and "TEA Official Goes to Bat to Better Indian Job Skills," and the Vista, Central State University, "Professor Serves as Co-Director During Workshop," were collected and submitted in the Third Quarterly Report. Native American Resource Manuals were mailed to Vocational Education State Directors of participating states and to others who requested copies. Copies of some of the key speaker's presentations and state action plans were typed and distributed to the 15 participating states.

As the staff discussed the strategies planned to meet the objectives, the decision was made that a special conference was needed to formulate plans for continual implementation

of the programs and ideas discussed throughout the project.

Summarizing the Special Conference

After conferring with Mr. Emmit Tiner, USOE Region VI Project Officer, and requesting a change from the original proposal to use the remaining funds for an additional conference, plans were made for this project to include a special "Conference on Vocational Education for American Indians" in cooperation with the Center for Vocational Education, Columbus, Ohio.

Dr. Joe M. Kinzer and Dr. Zed DeVaughan met with Dr. Robert Taylor, Director for the Center for Vocational Education, and Dr. Daniel E. Koble, Personnel Development Specialist, to finalize plans for the conference. Attendance was to be limited to the top decision makers in states with a high population of Native Americans. The conference objective was to identify ways to overcome common problems of Native Americans in uncommon ways. A survey form was mailed to 20 state directors of vocational education requesting a list of perceived problems in providing vocational education programs and services to Native Americans in urban areas and reservations in their respective states.

In working towards the goal of increasing the participation of Native Americans in vocational and technical education, one of the objectives was to discuss ways to provide continual technical assistance to Indian Tribes and Organizations relative to (1) curriculum development, (2) personnel development, (3) program development, (4) program monitoring, (5) needs assessment, (6) proposal writing, (7) funding sources, (8) resource dissemination, and (9) other services as identified.

June 17, 1977, the project staff met with Don Bluejacket, Field Representative, U.S. Senator Dewey Bartlett's Staff, and Sid Carney, Consultant, Indian Affairs, to nominate resource personnel for the conference.

The special conference of Vocational Education for Native Americans was held in Denver, Colorado, June 29-30, 1977, at the Denver Marina. A copy of the agenda and a complete roster of the participants and resource personnel appears in Appendix E. Those attending the conference included:

State Participants	Resource Personnel
Gary Bellrichard (Arizona)	Arch Alexander

Lloyd M. McCullough (California)
Paul J. Foster (Colorado)
Lawrence Barber (Michigan)
Hal Birkland (Minnesota)
Courtney Riley (Nevada)
Robert Labodda (New Mexico)
Dale M. Post (New York)
Vaden B. Hairr (North Carolina)
Carrol E. Burchinal (North Dakota)
Francis Tuttle (Oklahoma)
Monty Multanen (Oregon)
Archie Breslin (Washington)
Eugene Lehrman (Wisconsin)

Sid Carney
Zed DeVaughan
Hazel Elbert
Doris Gundersen
Joe Kinzer
Daniel E. Kobb, Jr.
Gay Lawrence
John Reiner
Robert Taylor

Another conference in Denver, Colorado, was in session during the same week at the Marriott Hotel, sponsored by the U.S. Office of Education and conducted by the Coalition of Indian Controlled School Boards. The purpose of that conference was to disseminate information about the Vocational Education Amendments of 1976. Several of the sessions preceeding our conference were attended by the project staff.

Following registration, Mr. Arch Alexander, Project Co-Director, introduced and welcomed the participants to the conference. He presented highlights of the project including background, objectives, and plans for this conference. Ms. Gay Lawrence reviewed the EPDA 553 Native American Projects for 1975-1976 and the current 1976-1977 project.

Ms. Hazel Elbert, Legislative Assistant, Indian Affairs, for U.S. Senator Dewey Bartlett, and a member of the Staff Select Committee on Indian Affairs spoke to the group on Vocational Education and Training Programs for Native Americans. Ms. Elbert gave background information on the amendments stating, "State boards are failing miserably on meeting the needs of American Indians. The state board does not have a monopoly on this failure. The testimonies given during the hearings on Vocational education prove this out." She further commented that the intent of Congress was to rectify this situation. The regulations will be finalized in August. The Bureau of Indian Affairs will be required in 1979 to match funds provided for vocational education. Mrs. Elbert strongly recommended that states review and become familiar with the Indian Self-Determination and Education Assistance Act, P.L. 93-638, passed by Congress in 1975. Sections 105.201, 103.202, and 105.211 are applicable to the Vocational Education Act. She stated, "It is the intent of Congress for this legislation to have an impact on the states to stimulate state efforts for their Native American population."

Dr. Doris Gunderson, Program Specialist, Research and Demonstration Branch, U.S.O.E., spoke on "Current Status of Rules and Regulations: Public Law 94-482." Dr. Gunderson said that the United States Office of Education is in the process of negotiating with the Bureau of Indian Affairs to complete the details on the one percent set aside funds and that urban programs applying under this part will have to have tribal endorsement. She cautioned the conference participants to bear in mind that under the regulations, states are directed to serve all citizens within their state including Native Americans. Under P.L. 94-482, Subpart 2 (Indian Tribes), Section 105.207 states that applicants shall submit a copy of the application directly to the Commissioner of the Bureau of Indian Affairs and the State Board at the same time it submits an application to the Office of Education in order to award duplication of funding. A copy of "The Vocational Education Discretionary Programs," by Dr. Gunderson and Dr. Howard F. Hjelm, was distributed to the participants.

At the close of the afternoon session, all the participants of the conference attended the meeting of the Coalition of Indian Controlled School Boards. The state directors attending the special conference were invited to serve on a panel to discuss questions of the participants attending C.I.C.S.B. Conference on "Opportunities in Vocational Education for American Indians." The state directors serving on the panel included Dr. Francis Tuttle, Mr. Eugene Lehrman, Mr. Monty Multanen, Mr. Carrol E. Burchinal, and Mr. R. Courtney Riley.

During the first session Thursday morning, the participants divided geographically into two groups to discuss some of the problems and needs of Native Americans and to develop strategies for program implementation.

After the group meetings, Mr. Sid Carney, Ms. Hazel Elbert, and Mr. Arch Alexander served on a panel concerning Vocational Indian Education. Some of the questions discussed included:

1. How can we obtain communication between Native Americans and vocational education state staffs?
2. How do we attract more qualified Native Americans to management levels?
3. What involvement is implied for the role of the State Department of Vocational and Technical Education in the one percent set aside funds?

4. How can we recruit qualified Native Americans to seek employment on state staffs or as vocational teachers and administrators?
5. How do we get Native American groups to offer input into state plans?
6. What kinds of vocational skills or training have been neglected or not provided to Native Americans?
7. How can we pull all of the available human and financial resources together to provide education and training programs for Native Americans?

Mr. John Reimer gave a review of the Indian Education Assessment Project Report. The purpose for this report was to provide an evaluation of the material published in all areas concerned with American Indian Education.

Mr. John Holden from the Coalition of Indian Controlled School Boards addressed the group on some of the concerns of the coalition meeting. Dr. Stuart Tonemah, Executive Director of the National Advisory Council for Indian Education, discussed the need for more participation by Native Americans to voice the needs which should be considered in planning vocational education programs.

Mr. John Lacey, USOE Region VIII, spoke on the Vocational Education Amendments of 1976 that call for more extensive evaluation of local programs and greater accountability for expenditures of funds.

Reports of the group meetings were given by Mr. Eugene Lehrman and Mr. Lloyd McCullough. Some of the ideas discussed included:

1. Vocational education services
   a. Mobile counseling units
   b. Improve teacher training programs
2. Strategies for involving more Native Americans in vocational education
3. Problems with one percent funds
   a. State board review of application
   b. Role of the state in maintaining commissioner's funds
   c. Relationship with the regular state plan for vocational educators

The final session of the conference concluded with a presentation, "How Do We Get There From Here," given by Dr. Bob Taylor. He discussed ways of meeting common

problems in uncommon ways. A list of these problems made up from the 15 participating states is found in Appendix E. Dr. Taylor discussed the possibility of organizing a consortium formally or informally for the purpose of pooling financial and human resources to provide greater opportunities for Native Americans in vocational education. It was concluded that a task force organized through the Center for Vocational Education to work with the Coalition of Indian Controlled School Boards would be beneficial.

Chapter III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The overall objectives of this project were to assist participant states:

- to increase the participation of Native Americans as students in vocational and technical education.
- to increase the number of Native Americans as vocational and technical education teachers and teacher educators.

Chief State School Officers, State Directors of Vocational Education, USOE Staff Members, Legislative assistants and consultants, State Vocational Education staff members, Bureau of Indian Affairs personnel, Tribal Chairmen, Tribal Education officers, teacher educators, vocational teachers, and others were involved in several activities designed to accomplish these two most important project objectives.

The major training activity of the project was a National Workshop conducted in Arlington, Texas, February 21-23, 1977. Fifteen state teams consisting of a recognized Native American leader, a teacher educator with experience in training Native American vocational teachers, and a state department of vocational education staff member with responsibilities in personnel development were participants in the workshop. These team members were selected by their state director. It is noteworthy to mention that project funds allowed reimbursement for full expenses (travel and per diem) for the National American leaders of each team and partial expense reimbursement (per diem only) for the teacher educator and state staff member. The commitment of the participant states to fund travel for these team members is an indication of the interest and concern of the states to improve vocational education for Native Americans. In addition to these fifteen participating teams, invitations were mailed to each Federally recognized tribe in the participating states of Alaska, Arizona, Colorado, Michigan, Minnesota, Nevada, New Mexico, New York. North Carolina, North Dakota, Oklahoma, South Dakota, Texas, Washington, and Wisconsin. Over 27 tribal chiefs or tribal educational officers from these states participated and worked with their state team during the workshop. Bureau of Indian Affairs staff members were involved as well, though the exact number of these participants in the workshop is not available.

The workshop training plan utilized the Vocational Education Amendments of 1976 to provide the framework for discussion and development of individual state strategies in the areas of increased recruitment efforts of Native American students for vocational and technical education programs; needs assessment of Native Americans in vocational and technical education programs; personnel development activities and programs for Native American professional personnel in vocational and technical education including teachers, local administrators, teacher educators, and state department staff personnel; and greater retention of Native American students in vocational and technical education programs and Native American teachers and administrators role models in vocational programs.

The Center for Vocational Education in Columbus, Ohio, indicated an interest in continuing the efforts began during the project funded through EPDA 553 and as a result, a special conference involving 14 top decision makers (state directors of vocational education) in states with high Native American population was conducted in Denver, Colorado, June 29-30, 1977. The primary objective was to inform the most influential state vocational educators about the problems and special needs of Native Americans in Vocational and Technical Education. This objective was accomplished and evidenced by the fact that other follow-up meetings by this group were scheduled that would not be funded by this project.

A most important product of the project was the development of a Resource Manual designed for use by vocational and technical educators interested in planning, developing or implementing programs for Native Americans. Because of the length of the resource manual, it is not included in full as a part of this report. Included in the manual is a State of the Art concerning vocational education opportunities for Native Americans, project activities, copy of current Federal legislation affecting Native Americans, and human and material resources available to vocational education personnel. Native Americans and others in all levels of vocational education contributed to the development and content of the resource manual.

Efforts to properly evaluate this project based on stated objectives have been a concern to project staff. The design of the training activities are such that implementation of ideas, programs, and plans developed as a result of the project will require in many cases a time frame exceeding the duration of the project. In the final analysis, the success of this project should be based on impacting greater numbers of Native Americans with

meaningful career opportunities in vocational and technical education.

CONCLUSIONS

The personnel development problem with which this project dealt is perhaps one of the most important and complex challenges facing vocational educators today. Based on input from vocational educators, resource personnel, and participants involved in the project, the following conclusions were observed by the project staff:

Needs assessment projects such as the National Indian Education Needs Assessment Project should be continued and expanded in the areas of vocational and technical education.

Vocational educators should advertise job opportunities in American Indian Newspapers and publications as well as local, state and national publications in efforts to recruit greater numbers of Native Americans into vocational and technical professional education.

Native American leaders are becoming more aware of the advantages that vocational and technical education programs have to offer their people.

Specially designed pre-service and in-service teacher certification programs should be expanded in efforts to provide better prepared Native American vocational and technical teachers.

The problems with which this project were concerned will continue to plague both Native Americans and vocational educators in the future because of the complexities of socio economic, political, and cultural barriers.

Recommendations

The following recommendations result from outcomes of project activities: Priority should be given to Native Americans for intern positions under Section 176 of the Vocational Education Amendments of 1976.

The National Center for Vocational Education should make known to the Commissioner of Education that vocational education for Native Americans should be considered a high priority area in vocational education.

The state vocational education departments should assist Native American educational planning units in the planning and delivery of vocational education and training programs that are funded through the one percent set aside funds of the Vocational Education Amendments of 1976.

Tribal leaders and tribal education officers should consider vocational education an important priority in their educational program.

Mrs. Gay Lawrence, ony of the planning committee members who attended all three meetings and was active throughout the project, recommended the following:

1. Follow-up in writing be requested from each participating state. That document should pertain to actual commitments by the various states in involving Native Americans in the ensuing realizations:
   a. The State Plan
   b. Promising Practices
   c. Continuing Commitment
2. Support the recommendations and activities of Mr. Warren Means and the Task Force Testimony for Native Americans.
3. Copies of the conference proceeding be sent to Mr. Tom Thompson, Chairman, National Advisory Council on Indian Education, Pennsylvania Building, Suite 326, 425 - 13th Street, N.W., Washington, D.C. 20004.
4. A task force on Native American Vocational Education be organized to continue ongoing involvement in the issues at hand. This task force could be implemented through your project for the time being. Some possible suggestions are:
   a. Tony Hollow, Washington
   b. Warren Means, North Dakota
   c. James King, Oklahoma
   d. Bob King, New Mexico
   e. Eli Reyes, Alaska
   f. Nicolas R. Archuleta, Nevada
   g. Ernie Big Horn, Montana
   h. Gay Lawrence, Arizona
   i. Freda Vigil, New Mexico
   j. Guy Pennecoose, Colorado

k. Larry Kitto, Minnesota

l. Ray Oxendine, North Carolina

m. Frank Lawrence, South Dakota

The above are all American Indian people and involved in their state in vocational education. I realize the list is too long to involve very often. I leave the final selection up to your discretion.

5. The conference participants recommend to the National Advisory Council on Vocational Education (NACVE), with a carbon copy to the National Advisory Council on Indian Education, the following demand: A Native American must be selected as an ongoing member of the NACVE. The above names could serve as suggestions.

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APPENDIX A:

1970 Census Report of Indian Populations

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NATIONAL EPDA NATIVE AMERICAN PROJECT

1976 - 1977

1970 Census of Population

STATE	POPULATION RANK	STATE POPULATION	INDIAN POPULATION RANK	INDIAN POPULATION	% OF INDIAN POPULATION
ALABAMA	21	3,444,165	39	2,163	.06
ALASKA*	51	300,382	13	16,080	5.35
ARIZONA	33	1,770,900	2	94,310	5.33
ARKANSAS	32	1,923,295	41	2,088	.11
CALIFORNIA	1	19,953,134	3	88,263	.44
COLORADO	30	2,207,259	20	8,002	.36
CONNECTICUT	24	3,031,709	37	2,322	.08
DELAWARE	47	548,104	49	479	.09
DISTRICT OF COLUMBIA	41	756,510	47	673	.09
FLORIDA	9	6,789,443	24	6,392	.09
GEORGIA	15	4,589,575	38	2,271	.05
HAWAII	40	768,561	46	1,168	.15
IDAHO	43	712,567	23	6,646	.93
ILLINOIS	5	11,113,976	18	10,304	.09
INDIANA	11	5,193,669	35	3,305	.06
IOWA	25	2,824,376	36	2,924	.10
KANSAS	28	2,246,578	19	8,261	.37
KENTUCKY	23	3,218,706	45	1,322	.04
LOUISIANA	20	3,641,306	30	4,519	.12
MAINE	38	992,048	42	1,872	.19
MARYLAND	18	3,922,399	33	3,886	.10
MASSACHUSETTS	10	5,689,170	32	4,237	.07
MICHIGAN	7	8,875,083	14	16,012	.18
MINNESOTA	19	3,804,971	10	22,322	.59
MISSISSIPPI	29	2,216,912	34	3,791	.17
MISSOURI	13	4,676,501	27	4,890	.10
MONTANA	44	694,409	8	26,385	3.80
NEBRASKA	35	1,483,493	22	6,671	.45
NEVADA	48	488,738	21	7,476	1.53
NEW HAMPSHIRE	42	737,681	50	310	.04
NEW JERSEY	8	7,168,164	31	4,255	.06
NEW MEXICO	37	1,016,000	4	71,582	7.05
NEW YORK	2	18,236,967	9	25,560	.14
NORTH CAROLINA	12	5,082,059	5	44,195	.87
NORTH DAKOTA	46	617,761	15	13,565	2.20

*Alaska's population of Indians, Aleuts, and Eskimos is 60,000

NATIONAL EPDA NATIVE AMERICAN PROJECT

1976 - 1977

1970 Census of Population

STATE	POPULATION RANK	STATE POPULATION	INDIAN POPULATION RANK	INDIAN POPULATION	% OF INDIAN POPULATION
OHIO	6	10,652,017	25	6,181	.06
OKLAHOMA	27	2,559,229	1	96,803	3.78
OREGON	31	2,091.385	16	13,210	.63
PENNSYLVANIA	3	11,793,909	26	5,543	.05
RHODE ISLAND	39	946,725	44	1,417	.15
SOUTH CAROLINA	26	2,590,516	40	2,091	.08
SOUTH DAKOTA	45	665,507	6	31,043	4.66
TENNESSEE	17	3,923,687	43	1,432	.04
TEXAS	4	11,196,730	12	16,921	.15
UTAH	36	1,059,273	17	10,551	1.00
VERMONT	49	444,330	51	204	.05
VIRGINIA	14	4,648,494	28	4,862	.10
WASHINGTON	22	3,409,169	7	30,824	.90
WEST VIRGINIA	34	1,744,237	48	518	.03
WISCONSIN	16	4,417,731	11	18,776	.43
WYOMING	50	332,416	29	4,717	1.42

APPENDIX B:

Planning Committee Information

NATIONAL EPDA NATIVE AMERICAN PROJECT
PLANNING COMMITTEE

September 26-28, 1976

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NATIONAL EPDA NATIVE AMERICAN PROJECT
National Planning Meeting
September 26-28, 1976
Rodeway Inn Old Town
Albuquerque, New Mexico

A G E N D A

SUNDAY, SEPTEMBER 26

8:00 - 10:00 p.m.	Informal Get Acquainted Social, Room 116

MONDAY, SEPTEMBER 27

7:30 - 8:00 a.m.	Coffee and Rolls
8:00 - 8:30	Introductions and Orientation Arch Alexander
8:30 - 9:30	Report From Last Year's Native American Project Archie Breslin
9:30 - 9:45	Oklahoma's Commitment to the Native American Project Leslie Fisher Francis Tuttle
9:45 - 10:15	Planning Strategies for the National Workshop, Phase I Joe Kinzer
10:15 - 12:15	Mini-Proposal Format and Procedures, Phase II Joe Kinzer
12:15 - 1:30 p.m.	Lunch
1:30 - 1:45	Orientation to Small Group Sessions Joe Kinzer
1:45 - 5:00	Small Group Committee Meetings

TUESDAY, SEPTEMBER 28

7:30 - 8:00 a.m.	Coffee and Rolls
8:00 - 10:00	Group Reports by Areas Arch Alexander

10:00 - 12:00	Planning for Training Package Joe Kinzer
12:00 - 1:30 p.m.	Lunch
1:30 - 5:00	NIEA Meetings

1975-76 Native American Project
CONCLUSION AND RECOMMENDATIONS

RECOMMENDATIONS

1. There is a definite need for Vocational Education Teacher Training for American Indians.
2. To solicit input from tribes, Indian leaders, public health, state department, Bureau of Indian Affairs, local communities, Inter-Tribal Council, universities, and Vocational Education on needs of Indian in Vocational Education.
3. To form an advisory council on Vocational Teacher Education and Training of Native American Teachers.
4. To plan a future meeting as soon as possible so a plan of action can be developed.
5. To pursue the possibility of forming a consortium in order that a well coordinated training program be established.
6. To continue the involvement of the State Department of Education as sponsors.
7. Division of Vocational Education should become aware of the orientation and contemporary needs of the tribal groups and support their concerns.
8. To organize the advisory council as an Indian incorporating group to become eligible for Federal Funding.
9. To write a proposal to request and receive funding for an Indian Vocational Education Project. There is a definite shortage of available financial resourses for Native Americans interested in teaching vocational skills.
10. To explore the possibility of presenting one package from the combined states: Alaska, New Mexico, Washington, and Arizona.

NATIONAL EPDA NATIVE AMERICAN PROJECT
Planning Committee Report
September 26-28, 1976

I. ASSESSMENT OF PROGRAM NEEDS IN VOCATIONAL-TECHNICAL EDUCATION FOR NATIVE AMERICANS

Ms. Gay Lawrence, Chairperson
Mr. Archie Breslin
Dr. Leslie Fisher
Ms. Linda Letwin
Mr. Bill Cummins

GOAL: More Native Americans in Vocational Education.

OBJECTIVE: Process on way to goal.

PROBLEM: Not enough Native American teachers, leaders, students, and teacher educators in Vocational Education.

COLLECT DATA: Job market projections. Why is there a problem?

PLAN OF ACTION: Community input, etc.

EVALUATION: Implemented all along the way.

A. Knowledge of employment opportunities.

B. Knowledge of vocational education opportunities.

C. Convince those who complete training to stay with what they have been trained for.

D. Need to determine why students drop out of program and adjust programs to be realistic.

E. Need to coordinate findings of studies and make them accessible.

F. Need to improve counseling to make students aware of realities of the "World of Work."

G. Indians must be included as an equal in planning.

H. Awareness of the fact that Indians need Vocational Education and Vocational Education needs Indians.

I. Indians need to be on state and national advisory councils and other task forces.

J. Address bilingual aspects when developing curriculum.

K. Employability skills just as important as technical skills.

L. Need for assessment of skills and aptitudes.

M. Improve the image of Vocational Education.

N. Manpower supply and demand information needed as relates to Native Americans.

O. Move activities outside of professional education environment units.

P. Need to use more paraprofessionals and assistants in the classrooms and labs. These paraprofessionals should be acceptable to Indian communities.

Q. Assess various systems currently employed in vocational training. We need to assess successes and failures so that we do not duplicate efforts and waste money (Department of Labor, Vocational Education, Bureau of Indian Affairs, etc.).

R. Identify gifted and talented Indian students.

II. RECRUITMENT OF NATIVE AMERICANS FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Ms. Marilyn Campbell, Chairperson
Mr. Bob King
Ms. Thedis Mitchell
Mr. A. E. Hollow
Mr. Arch Alexander

A. Indian involvement in the development of state vocational-technical plans, policies, and administration.

B. Indian vocational guidance and counselors for greater impact on recruitment of Indians for vocational-technical skills.

C. Working and coordinating recruitment activities with Indian organizations.

D. Training to conform with related resource and industrial development as identified by Indian input.

E. Resource availability--OJT and Pre-employment.

F. Avoid stereotyping by testing and placement of Indians into fields using manual dexterity skills.

G. Involvement of decision-makers from related agencies.

H. Consideration for individual and unique state and tribal differences.

I. Set aside funds for Indians from states.

J. Certification of Indian teachers in other related programs (CETA, ITAC) for recruitment as vocational-technical teachers.

K. Assimilate training program into total education system for certification of the student skills.

L. Curriculum development to enhance tribal programs (Teacher or Skill).

III. PERSONNEL DEVELOPMENT FOR TEACHERS OF NATIVE AMERICAN STUDENTS

Dr. James Beima, Chairperson
Dr. Billy Pope
Mr. Ernie Big Horn
Dr. Duane Nielsen
Dr. Francis Tuttle

A. Application for Participation in the National Workshop on Native Americans in Vocational Technical Education.

1. The original name of Mini-Proposal be changed to Application.

2. A 20-minute presentation allowed for each participating state.

B. Application Distribution.

1. Letter to Director with note on financial arrangement for attending.

2. Criteria should be stated for selection of prospective workshop team members.

a. Native American

1. Knowledge of and commitment to vocational education.
2. Active involvement in vocational education, other manpower training programs, or Indian action programs within last 12 months.

b. Teacher Educator

1. From approved vocational-technical approved institution.
2. Demonstrated awareness, understanding of, sensitivity for, and involvement with training of Native American or disadvantaged.

c. Carbon copies sent to the teacher educator, VEPD, and Native American leader.

C. Selection criteria for project presentations.
Specifically on Staff Development.

Areas of Impact	On Reservation A	On Reservation B	Off Reservation A	Off Reservation B
Needs Assessment				

Recruitment

Staff Development

Retention

D. Criteria for Teacher Education. (Include this list to trigger thoughts with the letter accompanying the application form.)

1. Intern Experiences
2. Individualized
3. Multi Media
4. Cultural Gap
5. Economic Gap
6. Paraprofessionals
7. Innovative Institutional Programs

E. Materials listed in Resource Manual.

1. Tab I - Status Tab
   Nature of the problem
2. Tab II - State of the Art
   Base line data
3. Tab III - Alternative Strategies
4. Tab IV - Resources for Implementation and Program Development
5. Tab V - All Fifteen States' Applications
6. Tab VI - New Legislation (Resource person in Bill Pierce's office with responsibility to give this information).

IV. RETENTION OF NATIVE AMERICAN STUDENTS AND TEACHERS IN VOCATIONAL-TECHNICAL EDUCATION

Mr. Ray Oxendine, Chairperson
Ms. Vicki Dillard
Dr. Duane Patton
Mr. Cletis Satepauhoodle
Dr. Zed DeVaughan

TEACHER IS THE KEY

A. Trust

1. Respect
2. Sincere
3. Empathy
4. Identity

B. Positive self-concept

1. Contributing Factors

   a. Environment
   b. Knowledge
   c. Recognition
   d. Acceptance
   e. Role models

C. Staff Development

1. Human relations
2. Development of communication skills
3. Cultural awareness
4. Keeping abreast of technological changes

D. Activities

1. Involvement in school activities
2. Career awareness

   a. On site visits to businesses and industries
   b. Guest speakers and lecturers

3. Career exploration
4. Parent-teacher communications
5. Community involvement

STATE: ALASKA

APPLICATION

I. Current Program Status:

Personnel development activities within the State for Native American vocational teachers.

For eight years the State of Alaska has been working to identify the single element that increases the involvement of American Natives in the field of education. In 1975, the study "Bridging The Gap" by the Recruitment Leadership and Training Institute, sponsored by U.S.O.E. EPDA 504, identified several critical elements necessary to Native American involvement in education.

The critical element selected by Alaska was:

> ...the quality of education for Native American children can be improved by training Native Americans as professional education administrators.

Therefore, the Legislative Select Committee on Education introduced in March of 1976 HB 904-905 to establish the Alaska Native Education Administration Internship Program to assist in expanding the number of Alaskan Natives serving as education administrators in the State. HB 904-905 was submitted too late in the 1976 legislative process to make it completely through the Legislature. We feel the bill is very sound, and with the development of support systems will pass during the 1977 Alaska Legislature.

We are interested in sharing this legislation with other states, so that if there is commonality of problem between Native groups a national project could be developed using the Alaska project as a catalyst.

A copy of HB 904 is attached for your convenience.

II. Concerns

A. The State of Alaska has had continued concern for the inclusion of Native American females in the administrative process of educational institutions. We would be willing to assist in the development of this concept through career guidance counseling and internships.

B. Also, to encourage through career guidance counseling--student teacher corps, etc.--Native American students for careers in education.

STATE: ARIZONA

APPLICATION

I. Current Program Status

In February 1976 a team consisting of a Native American vocational educator, a vocational education state staff member, and a vocational teacher/educator attended the EPDA planning meeting held in Seattle, Washington. Team members returned to Arizona and met with the Vocational Education Personnel Development Specialists and the Specialists for Indian Education in the State Department of Education to plan a workshop for Native American leaders in order to assess the need and identify resources for increasing the involvement of Native Americans in vocational education. A teacher/educator and an Indian graduate student were employed to make the workshop arrangements and to conduct the workshop.

Thirty-four people attended the workshop. Those attending represented the following:

- Chairman of the White Mountain Apache Tribe
- Chairman of the Hualapai Tribal Council
- Director of the Community Education Program for the Hopi
- Director of Division of Education for the Navajo Tribe
- Navajo Superintendent of Schools, Bureau of Indian Affairs
- Planner for the Colorado River Tribes
- Director of Curriculum and Special Projects, Ajo (for the Papago)
- Chairman of Arizona Indian Education Association
- Counselor for Arizona Native American Education Association
- Maintenance foreman for Papago Agency
- Teachers at public schools and Indian schools
- Self-employed Indians
- Department of Education representatives
- Community college and university vocational education representatives

These leaders met for two days. Growing out of this interaction it was ascertained that there is a need for vocational education programs for Native Americans that is more than a survey course--one that really prepares Native Americans for employment. For example, the Hopi are building a high school. Very few, if any, of the Hopi will meet criteria for union membership in building trades. Therefore, the labor force for the project will be imported and the Hopi will continue to be unemployed.

Few resources for supporting vocational teacher education were identified during the workshops. It seemed to be the concensus in the group that someone, someplace should continue to work with representatives from the different tribal groups to make vocational education available to Indians in Arizona.

II. Proposed Program Directions

Greatest concerns expressed at the Native American Vocational Education Conference in Arizona included:

A. Need to recruit Native American students and teachers within the state;

B. Need to develop and coordinate personnel development activities within the state for Native American vocational teachers.

The Native Americans participating in the Arizona Conference seemed to see the formation of advisory groups as a first step in getting vocational teacher education programs underway in this state. If the team from Arizona is selected, we would hope to plan ways to activate an advisory committee and to develop additional long range plans for programs in the state.

Submitted by:

Dr. Robert Kerwood
Director of Vocational Education
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
Tel. 331-5563

STATE: COLORADO

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state.

Informal needs assessment through the Mountain and Southern Ute Tribal Council for Adult Basic Education and vocational programs by the San Juan Basin Area Vocational-Technical School, Cortez, Colorado.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

Recruitment of Native Americans by San Juan Basin AVS for ongoing programs and for special programs requested by the Mountain and Southern Ute Tribal Councils and by the Navajos.

C. Personnel development activities within the state for Native American vocational teachers.

None

D. Plans for retention of Native Americans in vocational education, both students and teachers within the state.

None

II. Proposed Program Directions: Please describe the greatest concerns in your state involving planning and implementing of programs and activities in the areas mentioned above and list any areas in which your state would like to develop activities or programs concerned with increasing Native Americans in vocational and technical education.

Return to: Dr. Francis Tuttle
State Director
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Concerns: Assessment of needs of Native Americans in the Denver Metropolitan Area.

Overcoming language barriers of Native Americans enrolled in regular vocational programs, especially in the Business and Office Education program area.

Identifying the need for upgrading skilled persons.

Example: 500 Navajo people who professed some skill in welding were tested. Five were identified as having the minimum skill requirements for certification.

The identification and the training of Native Americans as vocational teachers.

STATE: MICHIGAN

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state:

We can demonstrate procedural steps for obtaining an accurate and annual updated K-12 Native American enrollment count (see attachment). Such information should afford us a better perspective of a multi-cultural state. Further, it will allow us an accurate count based upon positive identification of Native American students available to be served.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state:

In the past we had in place a recruitment person housed at a community college. This person recruited only young men and women for post secondary occupational training programs at one such community college. This program was discontinued this year.

C. Personnel development activities within the state for Native American vocational teachers:

No such system has existed in Michigan.

D. Plans for retention of Native Americans in vocational education, both students and teachers, within the state.

No plans for retention of Native Americans in vocational education within the state currently exist.

II. Proposed Program Directions: Our service in conjunction with others in the Department of Education is presently seeking direction as to what our next steps will be in our efforts to serve the Native American in vocational education. We view attendance at this workshop as an excellent opportunity to gain such direction. Hopefully, by attending we will, through sharing with others who have our common concern, ascertain insights into what should be our immediate program goals in Michigan.

STATE: MICHIGAN

RECOMMENDED PROCEDURAL STEPS FOR OBTAINING AN ACCURATE AND ANNUAL UPDATED K-12 NATIVE AMERICAN ENROLLMENT COUNT

January 6, 1976

A. LOCAL EDUCATIONAL AGENCIES SHOULD CONTACT THE PARENTS OF THE KNOWN K-12 INDIAN CHILDREN AND REQUEST THAT A MEETING BE HELD FOR THE PURPOSE OF:

1. Identifying Indian students who were not included on the September Fourth Friday school enrollment count.

2. Forming of an Indian Parent Committee who shall inform and work with the Indian community and the Local Educational Agencies, to conduct an educational needs assessment, to draw up bylaws, and make recommendations to the Local Educational Agencies regarding Public Law 92-318, Title IV, Part A, when the Indian K-12 school enrollment count is ten or more.

3. Requesting from Department of Health, Education and Welfare, Washington, D.C., federal form 506 and 506-1 enrollment forms to be used for record keeping and certification purposes.

4. Making a decision on the feasibility of filing an application for entitlement under the Indian Education Act, Title IV, Part A.

5. Mailing form 506 to Michigan Department of Education, Office of School and Community Affairs, P.O. Box 30008, Lansing, Michigan 48909.

B. QUESTIONS AND ANSWERS REGARDING THE K-12 INDIAN ENROLLMENT COUNT:

1. Does the request for K-12 Indian enrollment count from the federal government violate any portion of the Civil Rights Act of 1964, 1968?

   No, according to the Morton vs. Mancari Supreme Court Decision (1974), tribes are not a race, and the federal government has never relinquished their trust responsibilities of the various tribes of the Union.

2. What criteria will be used for identification of K-12 Indian pupils?

   Criteria as designated by the Indian Education Act of June 1972 and the interpretation as indicated by Department of Health, Education and Welfare.

3. Who certifies the K-12 annual Indian enrollment count?

The Michigan Department of Education, Office of School and Community Affairs certifies each school district who has conducted an updated Indian enrollment count as indicated in the procedural steps, and sends federal form 506-1 to the Department, signed by the Local Educational Agencies and Indian Parent Committee Chairperson, if a Parent Committee has been formed and a chairperson designated.

4. Why must the Local Educational Agencies file an Indian e[illegible] for the Michigan Department of Education and another for the [illegible]en[illegible] of Health, Education and Welfare?

The new federal form became a requirement one year after the Michigan Department of Education produced a form for the same purpose.

5. How should Local Educational Agencies and Parent Committees proceed now that they must provide K-12 Indian enrollment information for the Septe[illegible]ber Fourth Friday count and later provide an updated Department of Health, Education and Welfare enrollment count?

Several approaches to this problem could occur providing a coordinated effort by the Local Educational Agencies and Parent Committees transpires:

a. Update the K-12 Indian enrollment count preceding the September Fourth Friday count and transfer the information to the Fourth Friday enrollment count as prescribed by the Michigan Department of Education form.

b. Use the preceding year Department of Health, Education and Welfare updated count by modifying form SC 3126, subtracting the graduating seniors, transfers and dropouts, and adding on entering Indian first grade students.

Example:		
	1975-76 K-12 Indian Enrollment	100
	Total of Graduates, Dropouts and Transfers	- 10
		90
	First Grade Indian Students 1976-77	+ 12
	Total K-12 Indian Enrollment	102

c. Use preceding year Department of Health, Education and Welfare Indian enrollment count for the September Fourth Friday count. Allow Indian Parent Committees to proceed to update the K-12 Indian enrollment after the Fourth Friday count and fill out the federal form accordingly.

6. Must the federal form 506 and the Michigan Department of Education state form SC 3126 for K-12 Indian enrollment figures be identical?

   No; however the figures will coincide in those school districts who will be able to update their Indian enrollment count preceding the September Fourth Friday count.

C. WHY IS THE K-12 INDIAN ENROLLMENT COUNT IMPORTANT TO THE SCHOOL, STATE AND FEDERAL GOVERNMENT?

It allows all state and federal agencies, the numerous departments and legislators a better perspective of our multi-cultural nation. Native Americans in particular have not been properly identified for many years. It is important to have a positive identification for all individuals as it helps create a better understanding of our diversified society.

D. HOW DOES THE MICHIGAN K-12 INDIAN ENROLLMENT COMPARE WITH THE GENERAL SCHOOL ENROLLMENT?

a. Total K-12 enrollment count-September Fourth Friday
b. Total K-12 Indian enrollment count-September Fourth Friday
*c. Department of Health, Education and Welfare K-12 Indian enrollment count, conducted after the September Fourth Friday count (includes only school districts having ten or more Indian pupils).

	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977
a.	2,180,066	2,208,068	2,183,110	2,138,596	2,100,536	2,078,896	
b.	4,982	11,713	5,776	7,197	10,569	15,184	
*c.	---	---	4,554	7,939	13,143	21,800	22,112
			- 1,222	+ 742	+ 2,574	+ 6,616	

1. Will the Michigan K-12 Indian enrollment count continue to increase as the general K-12 enrollment count decreases?

   According to the state school census, the Michigan K-12 enrollment will decrease by at least 200,000 over the next five years, and the K-12 Indian enrollment will increase for the next seven years.

2. What is the projected Michigan K-12 enrollment and the K-12 Native American count for the school year 1984-85?

   Assuming that Michigan K-12 enrollment count will level off five years from now and remain stable for several years; and assuming that K-12 Native

American enrollment count will peak and level off seven years from now, the respective K-12 counts will be:

Total K-12 enrollment:	1,800,000
**Total K-12 Native American enrollment:	28,000

The 28,000 Native American enrollment would then represent 1.5 percent of the total K-12 school population as compared to the current 1.04 percent representation.

**22,112 - 4,982 ÷ 6 = 2,855

Represents the average increase per year since 1970-71; assuming that the K-12 enrollment will continue to increase by about thirty percent of the average per year since 1970-71 (.30 X 2,855) the yearly increase expectations will be 856.

856 X 7 - 5,992 + 22,112 = 28,104

3. Why will the total Michigan K-12 enrollment continue to decrease for some time and the K-12 Indian enrollment continue to increase for some time?

Information based on the school census, the 1970 federal census and other information pertinent to age groups, birth rates of ethnic groups, and trends indicates several factors which will impact K-12 enrollment:

a. The Native American people across the nation are eight years younger than the general population.

b. The general population's family size has been decreasing.

c. The Native American family size is greater than the family size of the general population.

d. More Native American pupils are now staying in public schools longer.

E. ARE MICHIGAN SCHOOL DISTRICTS REQUIRED BY STATE LAW AND FEDERAL LAW TO IDENTIFY NATIVE AMERICAN PUPILS AND CONDUCT A SURVEY OTHER THAN THE SEPTEMBER FOURTH FRIDAY SCHOOL COUNT FOR UPDATING THE NATIVE AMERICAN K-12 ENROLLMENT?

1. All Michigan school districts are required to conduct a September Fourth Friday pupil count and fill out the necessary forms as requested by the Michigan Department of Education (Form SC 3126).

2. Department of Health, Education and Welfare has recognized that the September Fourth Friday school count for purposes of identifying Native

American pupils has been an extremely difficult task and has resulted in an erratic count from year to year.

3. Because of the implementation of Public Law 92-318, Title IV, Part A, of the Indian Education Act of 1972, Department of Health, Education and Welfare has deemed it necessary in order to meet the requirements of the Act, to allow schools to conduct a separate school count for Native Americans attending public schools.

   The Michigan Department of Education has suggested a procedural plan to assist school districts and Parent Committees to fulfill Department of Health, Education and Welfare's request.

F. SHOULD SCHOOL DISTRICTS FULFILL DEPARTMENT OF HEALTH, EDUCATION AND WELFARE'S REQUEST FOR AN UPDATED K-12 INDIAN ENROLLMENT COUNT WHETHER THEY INTEND TO APPLY OR NOT APPLY FOR FEDERAL FUNDS UNDER PUBLIC LAW 92-318?

School districts which neglect to fulfill the request for a K-12 Indian enrollment count because they will not apply for entitlement under Public Education, Adult Education or any other federal grants such as Title I, Vocational Education, Adult Education or any other federal monies may be in violation of denying individuals or groups services and identification that they are entitled to by existing federal law and a ruling supported by the State Board of Education.

STATE: MINNESOTA

APPLICATION

I. Current Program Status:

A. The Minnesota State Department of Vocational-Technical Education employs two American Indians to assess vocational training needs of the reservations. They are responsible for coordinating program design and implementation through the local AVTI.

B. The Minnesota State Department of Vocational-Technical Education presently employs through local AVTI's, 12 minority advisors to recruit minorities into the post-secondary AVTI's. There are three Native Americans in the group; however, all advisors are responsible for all minorities. Although a group of minority vocational teachers has been formed, it is relatively inactive at the present time. To my knowledge, nothing is being done to recruit teacher educators.

C. None

D. The Minnesota State Department of Vocational-Technical Education has established within each of the AVTI's, a support service system. These support service managers working with the minority advisors can provide any kind of supportive help that a student might need to keep them in their program. Where this system is fully developed, the drop-out rate has been cut in half. Statistics show a 93% retention rate among those students that have been recruited by the advisor.

II. Proposed Program Directions:

A. and B.

A more clear understanding by the American Indian of what Vocational Education can do. Removing the stigma of the "Boarding Vocational School" that still exists.

C. The inability to recruit American Indians into Vocational teaching.

D. More stable funding sources for stipends for students enrolled in Vocational training. Statistics show that a large number of students drop because of agencies overextending their funds.

I. A. In working with the various tribes in New Mexico, one of the most pressing problems in the conduct of a needs assessment to ascertain what programs are needed on the reservation; and, more importantly, where there is employment on the reservation once the people complete the program.

The rural Native American differs from his urban counterpart in that the accessibility of employment is greater in the city. However, the sociological constraints counterbalance that advantage.

B. Presently, there are many programs on the university campuses to help the Native American adjust to the organization of a large campus. For many, this is the first time they are away from the reservation and they are somewhat lost as to the direction they should be going. Because of this foreboding attitude of the large city, many students do not complete their programs and return to the reservation.

C. At this point in time, I am not aware of any specific programs which would fall under the category of personnel development for Native American vocational teachers.

D. One of the problems in Anglo-Saxon society is the low salary for teachers in comparison to the union wages that are paid in an occupational situation. This is not a problem on the reservation since salaries are paid under the Federal Bureau of Indian Affairs system and teacher and occupational salaries are somewhat comparable.

II. The retention problem would be not to bring the students into the university setting, but to bring the university programs out to reservation so that they can learn in an atmosphere that they are accustomed to and, without a doubt, will probably remain on the reservation once they complete the program.

Roger A. Labodda

STATE: NEW YORK

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state.

Special counseling programs at secondary/post-secondary level for needs and opportunities.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

Identification of prospective candidates who have an interest and aptitudes for teaching.

C. Personnel development activities within the state for Native American vocational teachers.

Recognition of the credibility and rapport with young persons and adults by Native American teachers as well as the guidance and counseling role.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

Identification of special aids and assistance to complete preparation programs.

II. Proposed Program Directions: Please describe the greatest concerns in your state involving planning and implementing of programs and activities in the areas mentioned above and list any areas in which your state would like to develop activities or programs concerned with increasing Native Americans in vocational and technical education.

Greatest Concern: Providing role for independence and self-development without becoming isolated from choice of selective participation in economic benefits of society.

Return to: Dr. Francis Tuttle
State Director
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

STATE: NORTH CAROLINA

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state.

Very little has been done except that which is being done by Western Carolina University (see attached information).

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

This will be a part of future planning.

C. Personnel development activities within the state for Native American vocational teachers.

No special programs except that indicated in the attached information on Western Carolina University.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

Many Native Americans are currently teaching and enrolled in vocational education programs. Other than on the reservation in the western part of the State, the Native Americans are a part of the public school system. Integration of the public schools has resulted in mixed enrollments with programs open to all students.

II. Proposed Program Directions: Please describe the greatest concerns in your state involving planning and implementing of programs and activities in the areas mentioned above and list any areas in which your state would like to develop activities or programs concerned with increasing Native Americans in vocational and technical education.

Native Americans in North Carolina are located primarily in the West, Southeast, and the North Central areas of the State. With the exception of many on the reservation in the western area, the students are primarily located in the public schools and have been for a number of years.

Perhaps any program to involve more Native Americans must begin with a status study which will include an assessment of the needs and interests of students as well as current involvement.

Teacher education institutions must be a part of the total effort (for preservice as well as inservice) to bring about changes needed. In addition to the work being done and a commitment from Western Carolina University, Pembroke State University located in the Southeast and which has had a large percentage of Native Americans in its student body, is in a good location to provide needed assistance.

Our greatest efforts will be directed toward teacher education (preservice and inservice), curriculum development at the secondary level, and placement and follow-up. Necessary steps will be taken to develop special programs for Native Americans as the need is indicated in the status study.

Return to: Dr. Francis Tuttle
State Director
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Western Carolina University seeks to actively serve all the people of the surrounding mountain region. The university has a unique opportunity to extend its services to a group of Native Americans--the Cherokee Indians, living on the Qualla Boundary in Western North Carolina approximately 20 miles from the WCU campus. Under the aegis of the WCU Office of Development and Special Services, a WCU-Cherokee Center has been established in Cherokee, North Carolina, to serve the region for traditional academic and continuing education course offerings and for coordination of support services for the schools, businesses, governmental agencies, and community organizations of the Cherokee Nation.

WCU received a specific request for services from a group of Native American students through their tribal chief, John Crowe. These services are summarized as follows:

(1) The development of a Summer Preparatory Program for Cherokee High School Students and Adults who have been approved for admission to Western Carolina University.

(2) Academic Year Tutorial Programs for enrolled regular students.

(3) The development of a Special Adult Extension Program at Cherokee. (This has been effective since October, 1975.)

(4) On-going Native American Cultural Workshops.

(5) The establishment of a Student Companionship Program.

(6) The utilization of a Cherokee Advisory Group.

Implementation of these services is underway through the Office for Counseling, Advisement, and Placement. One of four counselors in this office is a Cherokee Indian.

Western Carolina University, through its new School of Technology and Applied Science, is eager to expand its teaching, research, and services to the Cherokee Nation in the area of vocational education as soon as funds are available.

**I. Current Program Status:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state:

Assessment and identification of program needs of Native Americans in vocational and technical education within North Dakota is accomplished through studies by the Comprehensive Employment and Training Act, North Dakota State Advisory Council for Vocational Education, school administrators, teachers and guidance counselors.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state:

Vocational teacher educators are involved with supervision of Native American student teachers and work with Upward Bound students on the college campuses.

C. Personnel development activities within the state for Native American vocational teachers:

Although the number of Native American vocational teachers in North Dakota is limited, they have and do participate in personnel development activities provided for all vocational instructors.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state:

No formal plans. It is important to meet the needs of all students and teachers when and if possible.

** The North Dakota State Board for Vocational Education considers needs of youth and adults, manpower needs and job opportunities when establishing programs. All individuals who want, need and can benefit from vocational education programs are eligible to participate. Therefore, programs are not established based on specific target populations alone but must consider all the forementioned factors.

II. Proposed Program Directions:

Concerns:

How to retain students through a full term program?

Getting Native American students interested in teacher education?

Activities:

Develop activities directed towards above concerns.

SEVERAL PROGRAMS SERVING PRIMARILY NATIVE AMERICANS

Belcourt - Turtle Mountain Community School

Welding - To prepare students with an entry level marketable skill in welding. The Turtle Mountain Community School lies in an economically depressed pocket of the state. Approximately 97 percent of the population of Belcourt is Native American.

Building Trades - To prepare students with the knowledge and skills necessary to pursue post-secondary training or employment in a building trades occupation. To see that the student has a thorough knowledge of building supplies, tools, safety and construction terminology.

Janitorial Aides - Students are trained within the school by doing supervised janitorial work. When possible, students are placed outside of the school at on-the-job training stations.

Diversified Occupations - To prepare students for a variety of occupations. This is accomplished by providing indirect and direct related classroom instruction to skills the students acquire at their on-the-job training site.

Office Education - To provide students with a concentrated instructional phase in the area of business and office education. To correlate teaching of business subjects with the needs of the community. To give guidance through exploratory experiences. Work experience, business activities, field trips, workshops serve as a medium of guidance for the business student.

New Town

Electronics - This secondary level program provides the opportunities for students to gain entry level skills and knowledge needed for employment, while at the same time prepares the student for advanced post secondary vocational education. Close cooperation with local industry, Northrop Dakota (A division of the Northrop Corporation) provides an excellent opportunity for employment.

Auto Mechanics - This secondary level program provides the opportunities for students to gain the entry level skills and knowledges needed to be employed in the automotive industry.

Health - This secondary level program provides the opportunity for students to gain the entry level skills and knowledge needed to get employment as a nurse aide.

Dunseith, Mandaree, Solen and New Town

Agriculture Education - To provide a program in Vocational Agriculture for students in this economically depressed area which is largely dependent on an agriculture

economy. Some students require a modified program which entails purchasing instructional materials, tools, and supplies not funded in a regular program. Many of these students are Native Americans.

Fort Totten, Mandaree, Solen and Trenton

Home Economics - To provide preparation for the vocation of homemaking for youth of both sexes with varying background and abilities. Develop consumer competence in the management and use of personal and family resources. To develop competencies in intelligent consumer practices in the market place.

Fort Yates High School and Standing Rock Community College

Office Occupations - To provide students with a concentrated instructional phase in the area of business and office education. To correlate teaching of business subjects with the needs of the community. To give guidance through exploratory experiences. Work experience, business activities, field trips, workshops serve as a medium of guidance for the business student.

*Devils Lake Sioux Manufacturing - Fort Totten

This is a program operated by Lake Region Junior College in cooperation with Devils Lake Sioux Manufacturing. The intent of the program was to provide orientation and instruction related to the manufacturing process. Presently the State Board for Vocational Education has met with Devils Lake Sioux Manufacturing regarding training for planned plant expansion on the reservation.

*Belcourt

Licensed Practical Nursing - The program is operated on the Turtle Mountain Indian Reservation by Lake Region Junior College, Devils Lake, North Dakota. The program is presently training its fourth class. Training related placement is in excess of 90% for the previous three classes.

Electrical Linemen - The Turtle Mountain linemen program is operated by the Bismarck Junior College. It was designed to train construction linemen who install, replace, repair and maintain power distribution systems for public and private utility companies. The program graduated two classes and third class is being planned for the future.

*Comprehensive Employment and Training Act

STATE: OKLAHOMA

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical educatic within the state.

The assessment and identificatior of the total program needs are not being done on a coordinated statewide basis. Some of the needs are being met for the Cherokee Indians through state Vo-Tech sponsored programs at the Bill Willis Training Center in Tahlequah, and for the Choctaw Indians at the Southern Oklahoma Skills Center in Sulphur, OK.

B. Recruitment for Native American students, teachers, and teacher educators for vocational and technical education within the state.

During the past year Dr. Hal Polk, through a federally funded project, has actively recruited Native American students into teacher education programs at OSU in Industrial Arts, Trade and Industry, and Technical Education.**

C. Personnel development activities within the state for Native American vocational teachers.

None

D. Plans for retention of Native Americans in vocational education, both students and teachers within the state.

We plan to work with vocational educators and leaders in the development of a recruiting and retention plan for Native American students and teachers in vocational education.

II. Proposed Program Directions: Please describe the greatest concerns in your state involving planning and implementing of programs and activities in the areas mentioned above and list any areas in which your state would like to develop activities or programs concerned with increasing Native Americans in vocational and technical education.

Return to: Dr. Francis Tuttle
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**Currently, Dr. John Shearer is directing an Indian Manpower Project at OSU designed to recruit and train Native Americans in Title III Programs. It is hoped that this project will increase the employment of Native Americans in manpower programs.

STATE: SOUTH DAKOTA

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state.

Career counseling, pre-vocational, coop experiences, on-the- job training, at the secondary level. Bridge program between secondary and post secondary, which would develop a better articulation.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

The use of Native American college students as recruiters for group and individual students. The theory is that there may be a better rapport with peer groups.

C. Personnel development activities within the state for Native American vocational teachers.

At the present time we have no effective personnel development activities in the state for Native Americans.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

First we have to concern ourselves with the training process of teachers and students.

II. Proposed Program Directions: Please describe the greatest concerns in your state involving planning and implementing of programs and activities in the areas mentioned above and list any areas in which your state would like to develop activities or programs concerned with increasing Native Americans in vocational and technical education.

They should be a cooperative venture between Higher Education, Division of Vocational Education, College Centers on the Reservation, Community Colleges, Tribal Councils and Bureau of Indian Affairs for the promotion and recruitment of Native Americans as students and teachers in Vocational-Technical Education.

Return to: Dr. Francis Tuttle
State Director
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

STATE: WASHINGTON

APPLICATION

I. Current Program Status: Please describe some of your more outstanding programs or activities, including a description of design, objectives, unique features, for increasing participation of Native Americans in vocational and technical education in the following areas:

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state:

A state of the art report was assembled which indicates that the needs are considerable in most areas of vocational education for Indians and that few programs exist notwithstanding the mandates of federal legislation dating back through the previous 100 or so years.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

Recruitment has been most difficult due, in part, to the ready employment situation for Indian people with vocational skills. Resistance to leaving the reservation is also an inhibitor. The EPDA program at Central Washington State College did recruit 20 Indian students who have journeyman level skills.

C. Personnel development activities within the state for Native American vocational teachers.

No special programs currently exist that I am aware of; the EPDA program is still available, but without stipend support and consequently only those originally in the program remain.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

No definite plans

II. Proposed Program Directions: Please describe the greatest concerns in your state involving planning and implementing of programs and activities in the areas mentioned above and list any areas in which your state would like to develop activities or programs concerned with increasing native Americans in vocational and technical education.

1. A major concern is lack of consistent funding for the EPDA program which operated for two years.

2. A second major concern is difficulty in obtaining money to develop a model curriculum through field testing.

3. It is most difficult to maintain Indian staff to develop and deliver programs as they are hired away by other agencies and institutions for more money and security. Their observation of vocational funding is that it is short-term and uncertain. Without a cadre of Indian people, I see little hope of the kind of program development both the college and the Indian communities desire. Other sources of short-term funding available to Indian communities compound the issue. Our experience points to some positive directions which will be pursued as human and economic resources permit. The issues are most complex and no easy solutions are apparent.

Return to: Dr. Francis Tuttle
State Director
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

STATE: WISCONSIN

APPLICATION

A. Assessment and Identification of Program Needs of Native Americans in Vocational and Technical Education within the State.

The main source of identification and assessment of program needs is through the "Council on Indian Education." The statutory body is established to advise the four major educational agencies in Wisconsin on all matters pertaining to Indian Education. Its ten members, appointed by the Governor, are selected from local Indian Education Committees. All members are Native Americans.

In addition to this group, the Wisconsin Board of Vocational, Technical and Adult Education maintains close liaison with the Great Lakes Intertribal Council Education Committee. This is a committee made up of 32 local Indian leaders, concerned with education. They represent the six bands of the Chippewas, the Oneida tribe, the Potawatomi tribe, the Menominee tribe, the Stockbridge-Munsee tribe, the Winnebago tribe and the Milwaukee urban Indians. These comprise probably 99% of the Wisconsin Indians.

The sixteen local Vocational Districts, in the state maintain liaison with the local education committees and tribal committees in their districts.

Two of these districts have Native Americans employed on a full-time basis to maintain liaison between the tribe and the Vocational-Technical system in that district.

B. Recruitment of Native American Students, Teachers and Teacher Educators for Vocational and Technical Education within the State.

The most recent attempt to meet these needs has been to employ through a consortium of three local districts, three Native American counselors to provide not just increased recruitment, but perhaps more importantly, to reduce attrition among the Native American students in those districts.

Speaking for myself as an individual and Non-Indian and as a representative of the Wisconsin Board of Vocational, Technical and Adult Education, and in no way as a representative of Wisconsin Indians, I find I must answer questions C and D in the negative. I am unaware of any programs for the development or retention of Native American vocational teachers.

Participation in the planned conference might be extremely helpful to Wisconsin in developing such programs.

We are in the process of seeking state funding to add a full-time Native American Consultant to our staff. We have a total of six Native American counselors and two liaison persons on district staffs. Efforts to date, center around extending services to the reservations, developing programs specific to Native American needs and attempting to reduce the barriers to Native American participation in regular programs.

It would be very advantageous to the Vocational-Technical system to develop a nucleus or cadre of Native American teachers, administrators and counselors within the Vocational-Technical system to provide the needed leadership to expand the direct involvement and participation of Native Americans in the Wisconsin Vocational-Technical system.

This letter has been drafted from the post-secondary point of view. The Wisconsin Board of Vocational, Technical and Adult Education is responsible for the post-secondary vocational-technical program.

APPENDIX C

Workshop Materials and Presentations

NATIONAL EPDA NATIVE AMERICAN WORKSHOP
CIBOLA INN - ARLINGTON, TEXAS
FEBRUARY 21-23, 1977

WORKSHOP CHAIRPERSON: Marcus Juby

SUNDAY

6:00 - 9:00	REGISTRATION (Main Lobby)	Tana Stuffiebean

MONDAY

8:00 - 9:00	REGISTRATION Toltec Room	Joe Kinzer
9:00 - 9:10	INTRODUCTIONS Cibola East	Billy Pope
9:10 - 9:20	WELCOME	Cadar Parr
9:20 - 9:45	1975-76 NATIONAL EPDA NATIVE AMERICAN PROJECT REPORT	Bob King
9:45 - 10:30	PANEL PRESENTATION Gay Lawrence Thedis Mitchell - Tony Hollow	Ray Oxendine
10:30 - 10:45	COFFEE Cibola East	
10:45 - 12:00	THE ROLE OF THE NATIONAL ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION	Warren Means
12:00 - 1:15	LUNCH	
1:15 - 1:30	PROMISING PRACTICES	Alaska Washington
1:30 - 3:00	AN OVERVIEW OF THE 1976 VOCATIONAL EDUCATION AMENDMENTS	LeRoy Comelsen
3:00 - 3:15	COFFEE Cibola East	
3:15 - 3:30	PROMISING PRACTICES	North Carolina New York
3:30 - 4:30	VOCATIONAL EDUCATION FROM THE SACRAMENTO AREA OFFICE	Louise Miller
4:30 - 4:45	PROMISING PRACTICES	Arizona Nevada

TUESDAY

9:00 - 9:15	PROMISING PRACTICES	Oklahoma Texas New Mexico
9:15 - 10:00	USOE PERSONNEL DEVELOPMENT ACTIVITIES	Duane Nielsen
10:00 - 10:30	COFFEE	
10:30 - 10:45	PROMISING PRACTICES	Michigan Minnesota Wisconsin
10:45 - 11:45	A VOCATIONAL TRAINING PROGRAM FOR NATIVE AMERICAN ADULTS	James King
11:45 - 1:00	LUNCH	
1:00 - 1:15	PROMISING PRACTICES	Colorado North Dakota South Dakota
1:15 - 2:30	THE IMPORTANCE OF GRANTMANSHIP	Billy Pope
2:30 - 2:45	COFFEE	
2:45 - 3:00	FILM - "Bridging The Gap: Recruiting Indian People To Careers in Education"	
3:00 - 5:00	DEVELOPMENT OF STATE PLANS	MODERATORS:
	Region Five - Aztec Room Michigan - Minnesota - Wisconsin	Les Gemmill
	Region Six - Room 513 Oklahoma - New Mexico - Texas	Freda Vigil
	Region Eight - Room 510 Colorado - North Dakota - South Dakota	Angelita Dickens
	Region Nine - Room 511 Arizona - Nevada	Polo Rivera
	Region Ten - Auditorium Alaska - Washington	Eli Reyes
	Miscellaneous - Room 512 North Carolina - New York	James Stratton

WEDNESDAY

9:00 - 10:00	IMPLEMENTATION OF VOCATIONAL EDUCATION THROUGH THE BUREAU OF INDIAN AFFAIRS	Dave Warren
10:00 - 10:30	COFFEE	
10:30 - 11:15	THE CONTINUING COMMITMENT	Clete Satepauhoodle
11:15 - 12:00	EVALUATION - ADMINISTRATION REPORTS OF STATE PLANS	Tana Stufflebean

NATIONAL NATIVE AMERICAN CONFERENCE

February 21-23, 1977
CIBOLA INN
ARLINGTON, TEXAS

Contemporary Issues and Questions

What is the intent of Congress in terms of implementing the 1976 Amendments to the Vocational Act under Title II?

What is the intent of Congress regarding funding procedures for vocational programs involving education and training of Native Americans?

What will be the impact on the education and training of Native Americans utilizing the one per cent (1%) set aside funds mandated in the 1976 amendment?

How will these funds mentioned in the three questions above be channeled to the local level and will they be discretionary or entitlement funds?

Under the 1976 amendments, how is Congress defining "disadvantage"?

How do the 1976 amendments treat funding for teacher education as opposed to general vocational funding for Native Americans?

What are the implications of the Bureau of Indian Affairs becoming another State Board?

What is the intent of Congress regarding the formula to be used to distribute funds at the local level?

What is the intent of Congress regarding auditing procedures under the 1976 amendments?

Will the one per cent set aside funds preclude Indian tribes from participating in other provisions of the Vocational Act?

What is the intent of Congress relative to Indian Tribes and organizations receiving direct grants from the Secretary of the Interior in addition to the one per cent set aside allocated under the 1976 amendments?

How do the 1976 amendments provide for matching funds that will be administered through the Bureau of Indian Affairs?

What is the philosophy of Vocational education programs for Native Americans within the BIA?

In schematic form, explain the position and role of the Vocational Education Department within the Bureau of Indian Affairs?

How much money did the Bureau of Indian Affairs spend for Vocational education and training of Native Americans during the fiscal year 1976?

Are Indian Action Teams operated directly by the Bureau of Indian Affairs?

How does the Bureau of Indian Affairs interpret the 1976 Amendments under Title II of the Vocational Act?

Explain the relationship of the outcomes of the 1976 Amendments to the Vocational Act under Title II compared to the recommendations as presented to congress by the Advisory Council on Vocational-Technical Education.

Will the process being utilized for establishing the rules and regulations for the 1976 Amendments reflect the recommendations of the Advisory Council for Vocational-Technical Education?

Describe and diagram BIA reorganization as it relates to:
a. Bureau staff.
b. Implementation of Vocational education and training programs at the local level.
c. Structure of the vocational department within the Bureau.

What is your interpretation of the Bureau of Indian affairs functioning as a State Board for Vocational and Technical Education?

Explain the 1% set aside funds as mandated in the 1976 amendments to the Vocational Act under Title II.

Explain the local tribe's role in the contracting processes relating to vocational education and training for Native Americans.

What kinds of technical assistance to the tribes regarding contracts and applications will be available through the Bureau of Indian Affairs for implementing vocational education and training programs under the 1976 Amendments?

Explain the status of 552 and 553 EPDA programs under the 1976 amendments to the Vocational Education Act of Title II.

Explain the role of Vocational Personnel Development as it relates to Native Americans in regard to the 1976 Amendments.

What is the structure and function of the Office of Native American Programs (ONAP)?

What appropriations does ONAP anticipate for vocational education contracts for fiscal 1977 from the Department of Labor, Office of Education, Bureau of Indian Affairs, and other sources?

Is it possible for local tribes under ONAP to contract directly from the Secretary of the Interior for Vocational Education Title II programs?

How are Comprehensive Employment Training Act funds determined and disbursed, specifically the set aside funds under Title I earmarked for vocational education?

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THE ROLE OF THE NATIONAL ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION

Warren W. Means

I appreciate the opportunity to be with you today. It is not often that I have an opportunity to speak before a group like this; people that actually have the foremost consideration and concern for vocational education for Indian people. The role that I am playing here today, in talking about the role of the National Advisory Council for Vocational Education and for Indian Education, is a rather difficult one at best; to describe without showing my biases and prejudices toward the bureaucracy of the society and various other groups and individuals who, for some reason or another, find it easier to slow down the path of the greater society and try to develop programs that are to benefit all people. These people are all to be alike and they are supposed to meet the needs of individual groups that they work and live with, through consideration of the crafts and skills they get through vocational education.

For a number of years I served as the Executive Director of United Tribes Educational Technical Center which is one of a few Indian vocational institutions in the United States. Prior to that I had the opportunity to work in vocational education programs throughout Montana and North Dakota. It became apparent to me that there was a very definite need for vocational education on the reservation, so that Indian people themselves can make determinations as to how best they would like to develop national resources and human resources that are available to them now. When I received my appointment to the National Advisory Council, I listened to a great deal of rhetoric to my fellow members in the presence of a great number of very influential people, congressmen, senators, and their staffs; and it became obvious to me that their concerns were not my concerns.

My concerns were for the American Indian people and at one such meeting I had the audacity to stand up and ask several of the congressmen representatives present exactly what they had done in the way of providing vocational opportunities for Indian people on the reservations. Right away they got in a huddle and turned around and said, "Gee, I don't think we have done anything specifically for them, but then we have the states and the states are providing this and the states are providing that," and I said, "Gentlemen, I hate to disagree with you, but the states are not providing these opportunities to the Indian people, and particularly the ones who reside on or near reservation areas." In addition to that I pointed out to them that the United States and its trust responsibility to various trust territories throughout the world such as Guam and Puerto Rico, all receive special consideration in the legislation and yet the trust territories within the Continental United States, which are of course Indian reservations, received no such consideration. This took them aback because they didn't really realize that they had abrogated their responsibility to Indian people in providing equal, and hopefully as good an, opportunity for Indian people as they were served to provide for other people throughout the Continental United States and the trust territories.

Right away they decided that maybe they had better drop that into the lap of the National Advisory Council to have checked out. The National Advisory Council in turn dropped it in my lap to see what I could do about it, being the only Indian who had been on the National Advisory Council. The point is that after about a year and a half

of trying to stimulate interest in particularly the Mountain Plains area, because when geographically expedient for me to get to these areas and receiving little if no support from the tribes in trying to do so, I decided I would just have to do it myself.

So I went to Congressman Albert H. Quie from Minnesota and talked with him. I told him the problems I was encountering and that this was so important that they must themselves sit down and consider what had to be done. Congressman Quie, whom I hold in highest regard, came to North Dakota and spent a few days with me. After he left I had a good feeling things were going to start happening and sure enough they did. He went back and directed his staff to put together an amendment to the present legislation, which would be under consideration now. When the legislation, plus the amendment, came out it was obvious to me, as it was to a great number of Indian people, that this certainly was not what we needed. It was a far cry from what the Congressman and I had discussed. The result was that we had to do something and we had to do something fast. So we put together some hearings across the country in Rapid City, Albuquerque, Seattle, and Washington, D.C. We went to various groups to get a list of people whom we felt would be qualified to come in and testify on the amendment and what it held. We conducted those hearings and while we were doing this we found it absolutely necessary to continue dialogue with the people on the "Hill," and having a very active and devoted staff person in Washington, D.C. helped tremendously. Without her I am sure that we would not be in the position we are today. Ms. Ruth Tangeman took it upon her shoulders to continue dialogue with the staff people on the "Hill" and with the U.S. Office of Education to keep everybody in tune with what we were doing and what we wanted to accomplish out of these hearings. As a result the people on the "Hill" started moving rather rapidly and the amendment to the amendment was amended, but then was amended again, and finally we were getting down to the wire here where we are going to be able to come up with something that hopefully is very meaningful.

The concern of the National Advisory Council on Vocational Education, as far as its rule with the native American, the Indian people, is one that can be extremely important. At this time I think it is up to us to make sure that the persons who reside on that council and that the council itself respond and continue to respond to the needs of the American Indian. Let me say that they used to get so tired of listening to me at every council meeting, because the only thing I wanted to talk about was the needs of the Indian people and the reason I wanted to talk about them is because the impact of vocational education on Indian reservations can have such tremendous magnitude that I don't think anyone in this audience really realizes how meaningful it can be. If I may, I would like to go into that right now.

Vocational education in the Indian communities is the most meaningful thing that could happen to the reservation areas. It is a known fact that the Indian people control ten percent of the land mass west of the Mississippi River and in that land mass are tremendous amounts of natural resources which are needed for the continuation of the greater American society. What we have been faced with in the past is an absolute rate by outside industry bringing their people in to take those natural resources with very little if any remuneration to the Indian people who live there and absolutely no training or jobs. Three years ago I was invited to submit a paper to a Conference of the Emerging Third World Powers of Small Nations Across the Country and in that paper were recommendations that in the event that small emerging nations should have to, in some way, utilize many industries whether it be American based or Canadian based or European

based or whatever it might be, that those countries hold to a line that would require the formation of another company which would allow them at least fifty-one percent ownership participation in any of the activities that took place within the perimeters, the boundaries of their land, and that further the industry or government be required to build roads, schools, hospitals, and other means to take care of the needs of those people because of the fact that they were going to bring in a tremendous influx of people and the needs of the local communities would be met.

That same thought concept, I feel, is adaptable to the reservation areas, but even better yet, I feel that it would be great if the American Indian people themselves could develop their own natural resources and take those natural resources, whatever they might be, and put them on the market at a price that is going to show profit and benefits in their small nation; thereby, having resources available to them that would be indeed beyond the expectations of any American. You see, vocational education to me is more than training and job placing. Vocational education in Indian country is the development of emerging nations. It is a tribal government establishing the priorities as they see them, for the development of their natural resources to the benefit of their people. That is a long way down the road and maybe a very difficult task, maybe an impossible task, but if we don't dream about these things and if we don't make decisions to do something about that, then it won't be long until we don't have any Indian country anymore. Should the United States of America decide on an isolationism policy to conduct its affairs, the first place they are going to come for the natural resources is Indian country. The people will again feel the impact of the non-Indian but in a way they will never be able to recover from, with the loss of their natural resources. Vocational education is probably, as I see it, the key to the success for the Indian tribes to be able to deal with this problem, because vocational education prepares our people to fill those jobs that will be created throughout the overall economic plans of each individual reservation and that in turn, when the people themselves have made their land productive, such as ranching, farming, mining, timber, or whatever it may be, they will themselves also be productive. There will be a new sun shine when the people realize they can provide for themselves and their own environment. Their federal government does not have to keep them, for they are capable and confident in doing these things themselves.

A lot of people don't put that kind of importance on vocational education, but I can guarantee you this, the United States of America would not be where it is today if it was not for vocational education. Probably one of the greatest concerns of Congress is to maintain that equilibrium between vocational education and emerging occupations. The armed forces, I read in a report, spends $50,000 per trainee in the service, $50,000, for an individual that walks in and puts on a uniform and gets trained, is the cost; and yet what do they do when you get down to training Indian people? They start screaming at you if you spend $6,000 and if you spent $10,000 per individual you have really gone off your rocker. This is not true. We deserve, by rights of the constitution, the same opportunities of any individual in the United States. Ladies and gentlemen, let me assure you that this time those opportunities of education are not there. As a matter of fact, education in the Indian country has been and is presently, even with all of the changes that are taking place, a negative factor to probably about seventy percent of our Indian people. Maybe the figure is bigger than that or maybe it is less, but not very much less. Indian education as it stands today turns off such a tremendous proportion of our Indian people that they never graduate from high school and that they never obviously go on to college or go into vocational training programs. Anyway, because their

educational experiences from the time they were little have been negative, they have never learned a success because it has never been developed to meet their needs specifically. Here we stand, potentially with the wealthiest people in the world as an ethnic group and we are still the poorest.

Right now we have just one little example of how we are treated by the federal government that we need to come out of in order to do the necessary things on our own reservations. The federal government owes Indian people. I am not sure what the figure is, but nationally somewhere in the neighborhood of 500 million dollars. That's what they owe them right now, today, and is sitting in various banks in places like Arlington, Texas; and how many Indians are in Arlington, Texas, or places like New York City or Miami, Florida or places like this? The Indian people have no access to the money that comes through claims, Indian claims, against lands that were wrongfully taken away from them; lands that the federal government has decided to pay for. Now, if all of the money that was owed to Indian people was to be put into one bank, and that bank was owned by Indian people, we would have one of the ten largest banks in the world. What kind of political and economic clout would that mean for us? It boggles the mind, and in addition to that, we have all the national resources and human resources waiting there to have something done with them, and we should be the ones to make that decision as to how it's going to be done. Vocational education can be the cornerstone for that and with that you would see an emergence of people like you have never seen in your lifetime and it is all sitting there waiting to be tapped. What does Congress come along with? Now to exceed one percent set aside based on the population between 16 and 24 which means about eight million dollars, at the maximum, nationally. In the original amendment they also said the BIA would serve in the capacity of the state advisory council, no way. They also said that the BIA would also match whatever was left over after the tribes had gone directly to OE for grants and that the BIA would match the remainder, which there may not be any remainder, dollar for dollar, and then they would utilize that in their vocational assistance.

It's a no-no. What we want is for the Office of Education to receive funding in such an amount that it is going to have a positive impact nationally on Indian reservations and that the Bureau of Indian Affairs as that agency has been entrusted with our welfare, our education and be required to match that at least dollar for dollar and at one point in time I suggested that they might even take them and set them up there and view them as a donee to the extent that each state on an average provides funding to match the dollars that comes out of the Office of Education.

This means between a five and six dollar match for every dollar that came out of OE. That would get us up there so we could do something, then we would be talking about 50 or 60 million dollars nationally. Of course, people start shaking, up there in the bureaucracy, when you start saying something like that. Somebody at one of the hearings came up with this tremendous idea. The commissioner in the Office of Education every year has a five percent discretionary set aside. Let's take his five percent and put it in there with that one percent and then we are talking about having some money to work with. These things can all happen provided the people who are concerned about Indian Vocational Education will in fact pursue that. I have suggested to the congress that this little amendment at aisle at the present legislation, in whatever formation it comes out, is only a stepping stone for what we are finally shooting for. It is not too early to start right now with new and separate legislation being developed for Indian

Vocational Education. Providing for three phases and continuous funding for the first phase would be to allow monies sufficient to each of the reservation areas with which to do a comprehensive economic development plan. This would project the kinds of economic development that would go on there and the number of people it would take to run it and the skills and crafts required to fill those positions. Once this is done, we would then go into a construction and equipping phase and to the extent that it was feasible, we would have vocational institutions on each reservation to serve the peculiar needs of that reservation.

For those skills that were highly technical, and perhaps not as many in number on the national scale, we would have Regional Vocational Institutions. They would build and they would provide them with administrative monies. Further, they would continue the very strong program of evaluation of the present programs to assure that they were doing the job, meeting the needs that were set forth by the tribal councils in Indian educators on the Indian reservations and industries that were developing. Then we would not have to look to one-, two-, and three-year funding packages out of the Office of Education or the Bureau of Indian Affairs or anybody else that would be evaluated on an annual basis and that appropriate changes would be made when necessary. From the hearings that were conducted, we came up with recommendations, just the ones submitted to congress and so I won't miss anything, I will read from this document that is being worked on now, but, it has not been officially submitted.

It says here: Based on documentation and testimony received during hearings and presented in this report, the Task Force of Native American Vocational Education and National Advisory Councils in Vocational Education recommend the following: (1) That the legislation be amended to require the Bureau of Indian Affairs to match vocational education funds appropriated through the U.S. Office of Education; (2) The Bureau of Indian Affairs and the U.S. Office of Education share the responsibility of administering monitoring these funds, the formula for that has to be worked out that the USOE assured for regulations and monitoring, that funds appropriated under this section do not supplant funds previously utilized by states for Indian Vocational Education. The National Advisory Council on Indian Education be considered the advisory council on vocational education which is responsible for the state and U.S. territories. A territory also developed by USOE to assure appropriate distributions of funds among tribes of differing size in population characteristics and recognizing the needs of flexibility according to travel priority and current status of education programs. The tribes receive funds on the same basis as states, that is including submission on a five-year plan and one-year plan; (3) The U.S. Office of Education and Bureau of Indian Affairs should provide technical assistance to tribes desiring proposals under this legislation including (a) assistance in planning for the utilization of vocational education funds under this legislation with other existing education and bureau authorizations; (b) providing awareness of potential for development of curriculum materials, provision of training for teachers and administrators and development of guidance and counseling programs and basically that is the purpose of the conference; (4) That criteria for evaluating proposals submitted under this section be developed to consider the special needs of the diversed populations to be served including (a) that there is an emphasis on the correlation of proposed training to tribal economic plans and use of tribal economic development in tribal manpower needs rather than state, and accuracy as the basis for documenting needs for providing programmatic justification. In other words you are to throw the state plan, their manpower plan, the whole works, out the window and do them specifically for the reservations. (b) That planning phases be encouraged. (c) That there be emphasis on coordination on vocational education funds and programming for other available sources and entitlements, such as BIA employment assistance and adult

vocational education authorization. Title III of the Elementary Secondary Act Entitled to Higher Education Act; (5) The tribes must determine their own educational priorities, although this report and other identified areas which appear to be priority concerns, no attempt should be made to establish national Indian priorities. That's for funds appropriated under this legislation or to give special consideration, proposals addressing issues determined by federal regional or state agencies but exclusively tribal priorities. Those are the recommendations that are coming out.

The people on the "Hill" have blind copies that they are working from. I think OE has these copies if I am correct on that. As soon as this is finalized, it is going to be published for the open market in the world. We hope that through the efforts of the National Advisory Council on Vocational Education the interest in groups and individuals throughout the United States, that have given up their time and their energy, that we would be able to influence and highly impact the direction that congress takes in the final development of the amendment to the act. I should say the amendment to the amendment for the act. They have been amending this thing about every week because every week we come in with another thought.

You may have seen today that my dialogue got off on something other than vocational education, but I hope that all you could see the potential that vocational education holds for the future of the Indian population and the crying need for the vocational education program to be the reality in Indian country. With that I would like to close my remarks and open the floor to any questions that I may be able to answer. If you have some that I can't, we'll try later to get some information or maybe somebody can help me out here.

EPDA: WHAT'S IN IT FOR YOU?

A how-to-do it from the Bureau of Occupational and Adult Education

by Duane M. Nielsen and Frank L. Perazzoli

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Recent issues of the AV Journal have emphasized the increasing need for vocational education personnel development. Dewey Adams, in the October issue, characterized the vocational education needs of youth and adults as evident and compelling with citizen interest in the field at an all-time high. He further indicated that, contrary to the situation in most fields of education, vocational education enjoys one of the most favorable job markets in its history; and that, in these times of challenge, no aspect of vocational education shows more promise than professional personnel development. He cited the burgeoning need for new teachers, administrators, and teacher educators to staff the rapidly changing and expanding vocational education programs.

State directors of vocational education are referring to the situation as "critical" and "desperate." Funds needed by the states to meet personnel development needs, for which there is no other funding source, exceed funds granted by a ratio of 3.5 to 1. Data from state needs assessments indicate that these needs range across all categories of vocational education personnel development.

The disparity between increases in vocational enrollments and available teachers further illustrates the problem. Over a three-year period, 1971-74, the number of teachers increased by a little more than 50,000 or 25.5 percent, while the number of students increased by more than three million, or almost 29 percent. More serious than this lag is the threat of a diminishing potential. In 1973-74, preservice vocational education students, those preparing to become teachers, increased by only 715 over the previous year, an increase of slightly more than one percent.

Although it is only one component of the total national effort exerted through ongoing state and institutional programs, the Vocational Education Personnel Development Program administered through the USOE bureau of Occupational and Adult Education is a significant effort and provides opportunities for vocational educators to participate in systematic personnel development activities.

The purposes of this program are to provide opportunities for experienced vocational educators to spend full time in advanced study of vocational education; to provide opportunities to update the occupational competencies of vocational education teachers; to provide programs of inservice teacher education and short-term institutes for vocational education personnel; and to provide related technical assistance and national leadership.

These purposes are accomplished through grants authorized and funded by the Education Professions Development Act (P.L. 90-35), Part F, Sections 552 and 553.

The EPDA program is forward funded, that is, the fiscal 1976 appropriation was used to fund approved activities currently underway during the 1976-77 school year. Although the authority to appropriate under the EPDA expired with the fiscal 1976

appropriation, the authorization for Part F was extended through fiscal year 1977. Consequently, the fiscal 1977 appropriation will be used to support grants for fiscal 1978 activities, based on applications submitted and approved during fiscal year 1977.

Changes in the program contained in the recently enacted vocational education amendments of 1976 (P.L. 94-482) will be effective with the fiscal 1978 appropriation, the first authorized under that legislation.

If the program descriptions which follow stimulate your interest, additional details on current activities or application procedures may be secured from our office or from the state coordinator for personnel development in the office of your state director of vocational education.

Scope of Section 552

The leadership Development Program, Section 552, is designed to develop leadership personnel by identifying potential leaders and enabling them to pursue comprehensive, graduate-level programs of leadership development. Thirty-four institutions of higher education were approved in fiscal year 1976 to conduct comprehensive leadership development programs in vocational education during the 1976-77 school year. A total of 242 eligible individuals, recommended by state boards of vocational education in all 56 states and territories and approved by the U.S. Commissioner of Education, are participating in the 12-month programs conducted at the 34 institutions.

Almost two and a half million dollars in federal support will be used to pay each participant a stipend of $4,800 and an allowance of $750 per dependent, and each institution an allowance of $3,500 for each individual participating in its program. Tuition and fees normally charged to the student are paid from the institutional allowance.

Nearly 1,300 persons have participated in this leadership development program since 1969 when 11 institutions and 160 candidates were approved for the first year.

Although many of the programs are designed as non degree, participants may apply for degree status and request that credits be used toward that degree. Participants undertake a core activity including courses and seminars in contemporary programs, research and development, evaluation, instructional systems design, trends and issues, special education, and career education. Programs are individualized and the activities supported by field observations and internships.

At the University of California, Los Angeles, for example, 16 awardees are currently enrolled. They will be involved in such activities as graduate-level course work, seminars, workshops in career education, workshops in the education of the handicapped, and internships in national, state and local education agencies such as USOE, AVA, state departments of education, area vocational schools, correctional institutions, or vocational rehabilitation institutes. In addition, they will enroll in activities outside the school of education in such disciplines as economics, sociology, or psychology. As part of their leadership development, they will be encouraged to attend national, state, and local conferences.

Competencies Gained

Although objectives will vary among institutions and individuals, in most instances graduates of the leadership development program will:

(1) Understand issues in society reflecting on employability and vocational education so that they will be able to relate them to program organization and the tapping of community resources.

(2) Be able to relate contemporary problems and issues in vocational-technical education to broad social and philosophical issues affecting secondary and postsecondary education.

(3) Be able to relate to other and communicate educational concepts.

(4) Be capable of providing effective leadership in across-the board programs of vocational-technical education.

(5) Be competent in a functional field that complements the development of vocational-technical education.

(6) Understand learning needs and problems of disadvantaged and minority groups and be able to reflect this understanding in program development.

(7) Be able to interrelate with industries and businesses and prepare and implement plans for new programs.

(8) Be able to assess the implications of vocational legislation, policies, and administration at state and federal levels as they relate to program development and operation.

(9) Be competent to direct evaluations of local programs.

(10) Be able to utilize contemporary developments in educational media and technology as they relate to improved instruction in vocational education.

(11) Be able to apply research techniques to problems of evaluation, program planning, and operation.

(12) Be able to utilize the work experience technique in vocational and technical programs.

The number of awards, support levels, application procedures, and program characteristics for the 1977-78 school year will be comparable to those of the current 1976-77 school year, subject to the availability of funds. Rules and regulations governing both institutional and an individual eligibility, distribution and amount of awards, and review criteria were printed in the Federal Register for April 14, 1976 (Vo. 41, No. 73).

Closing dates for receipt of applications were published in the December 15, 1976, Federal Register (Vo. 41, No. 242, P. 54822-23). Institutional applications are due in

the U.S. Office of Education Application Control Center on or before January 21, 1977, and individual applications on or before March 11, 1977, in accordance with the instructions and provisions printed in the December 15 Federal Register.

Section 553 Emphasis

The State Systems Program, section 553, enables the 56 state and territorial boards for vocational education to identify the personnel development needs of local and state programs and college and university programs, and to develop a more systematic approach to meeting those needs. It also enables the states to fund high priority training activities for which no other funding source is available.

Since the State Systems Program is decentralized for administrative purposes, each state board seeking funds files an application with the appropriate USOE regional office. The central office retains responsibility for policy development, coordination, and funding accountability.

There are three categories of projects eligible for funding consideration as cooperative arrangements within a state grant application. These include projects that are focused on (1) state personnel development needs identified through a state needs assessment and reflected in the USOE-approved state plan for vocational education, (2) regional personnel development needs identified as having priority for the states in each of the ten USOE regions, and (3) national personnel development needs approved as national priorities by the central office on the basis of a comprehensive national needs assessment.

A state board may submit with its application as many cooperative arrangement proposals as it deems appropriate. With the exception of proposals addressed to national priorities, each state-submitted proposal is reviewed competitively with all other proposals submitted by the states in the same region. The review is conducted by a panel of readers in each region and is based on the funding criteria published in the Federal Register.

Nationally focused proposals are reviewed competitively by category, by a panel of readers in the central office.

All proposals approved by the two reviews are negotiated, funded, and monitored in the appropriate regional office. A single grant covering all of the cooperative arrangements approved for a state is issued to the state board for vocational education.

The fiscal 1976 appropriation, granted before July 1, 1976, was used to support activities conducted during the 1977 fiscal year. Late in fiscal year 1976, fifty-six state boards submitted grant applications covering 437 cooperative arrangements for conducting activities during fiscal year 1977. Grants were issued to 56 state boards for 352 cooperative arrangements with a total funding of $7,600,000. Of these, 314 were focused on state-identified personnel development priorities, 15 were regionally focused, and 23 nationally focused.

More than 86,000 persons will participate in these training activities targeted primarily at teachers, teacher educators, state staffs, and administrative and supervisory personnel.

Application procedures and support levels for this program for 1977-78 will also be comparable to those for the current year, subject to the availability of funds. Rules and regulations for the current program were published in the same issue of the Federal Register as those cited for the Section 552 program.

If you are interested in conducting or participating in Section 553 activities, you should keep in mind that these activities are submitted to the regional office, and if approved, are funded as part of your state grant. Consequently, you should contact your state coordinator to discuss your interest. Section 553 applications must be received in the appropriate regional office on or before March 4, 1977, in accordance with the provisions printed in the December 15 Federal Register.

About the authors

During 28 years of active involvement in vocational education personnel development, Dr. Nielsen has served as a secondary instructor and supervising teacher in Nebraska, member of the vocational education faculty of Iowa State University, USOE liaison officer to President Kennedy's Panel of Consultants on Vocational Education and chief of two research and development branches in the U.S. Office of Education. He is currently chief of vocational education personnel development, Bureau of Occupational and Adult Education, U.S. Office of Education. Mr. Perazzoli is the program officer on that staff for the Vocational Education Leadership Development Program. He has taught at the local level in Maryland, served as industrial specialist with the Department of Commerce, and has developed instructional materials for the Marine Corps and the Construction Battalions of the Navy. He holds a master's degree in industrial education from the University of Maryland and is at the dissertation stage on his Ed.D. from the University of South Carolina.

BRIDGING THE GAP: RECRUITING INDIAN PEOPLE TO CAREERS IN EDUCATION

The Recruitment Leadership and Training Institute (LTI) is a panel which provides technical assistance to projects funded by the U.S. Office of Education under Section 504 of the Education Professions Development Act. One of these projects, the Rural Indian Education Program, sponsored by the Cherokee Nation and the Tulsa Public School District, appeared to panel members who visited it to merit the attention of all those concerned with Indian education. The LTI, therefore, decided to publicize what was happening in Tulsa by producing a film and booklet, utilizing the Tulsa experience and that of two additional programs. The other programs, the Teacher Aide Project sponsored by Oklahoma City University and the On-Site Pueblo Educational Personnel Training Program sponsored by the All-Indian Pueblo Council and the University of New Mexico, although similar in nature, had different emphasis or broader goals. Together the three projects provide a wide range of models for the training of Indian people to teach or to assist in elementary school classrooms.

The three programs are based on the same assumptions: that the quality of education for Native-American children, and the career opportunities for Native-American adults, can be improved by training Native-American paraprofessionals. The involvement of Indian people in the educational process of their own children is desirable and necessary for several reasons: to develop curricula, materials and teaching techniques which reach the Native-American student; to develop a cadre of Native-American educators on all levels of instruction and administration who will foster self-determination, preserve Native-American culture, expand economic opportunities for Indian people in their home environment and build and maintain bridges between Native-American homes and schools and the outside world. The successful establishment of these bridges will assist children to move easily and well between the Native-American and Anglo worlds, rather than requiring them, as was so often done in the past, to choose one or the other.

The Recruitment Leadership and Training Institute's 15-minute, 16-mm film, "Bridging the Gap: Recruiting Indian People to Careers in Education," is available to local school districts, colleges, universities and Native-American organizations interested in initiating or expanding programs designed to attract and train Indian people to the field of education. Prints of the film are available directly from the National Audio-Visual Center, National Archive and Records Service, General Services Administration, Washington, D.C. 20409.

STATE PLAN: Alaska

Priorities for the state in planning and implementing programs and activities relative to increasing native Americans in Vocational and Technical Education.

A. Assessment and identification of program needs of native Americans in Vocational and Technical Education within the state.

The need of linking the Alaska Native American educational planning process with the Alaska Five Year Plan for Vocational Education.

Link State C.E.T.A. Programs with part four of P.L. 94-482 to maximize training for persons with special needs.

To evaluate the great need for staff development in rural areas under Sections 135-171-172 of P.L. 94-482 to develop a pre-service/in-service program for training industry/management persons to become teachers/administrators of Vocational Education.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

This is already in motion, and we are following up on this activity.

C. Personnel development activities within the state for native American vocational teachers.

This is part of our 1976 Plan, or HB 104-105 that we are presently implementing.

D. Plans for retention of native Americans in Vocational education, both students and teachers within the state.

Presently working on plan to work with Indian parent committees to support these new emerging native American educational leaders.

STATE PLAN: Arizona

Priorities for the state in planning and implementing programs and activities relative to increasing native Americans in Vocational and Technical Education.

I. Short Term Issues:

A. Representation on State Vocational Education Advisory Council.

B. Communication - Indian Leaders or representatives to be informed of and invited to the State Hearing on Vocational Education 5-year State Plan, with copy/copies of the Plan.

C. Technical Assistance from Department of Vocational Education to Indian groups.

II. Long Range Issues:

A. Will the 1% set aside funds preclude Indian tribes from participating in other provisions of the Act?

B. What are the implications of the Bureau of Indian Affairs becoming another State Board?

C. How will the State of Arizona identify a person as an Indian?

III. Implementation of Vocational Education through the Bureau of Indian Affairs.

A. Will the B.I.A., as stated in the new Vocational Education Legislation, be recognized as a State Board:

1. Establish a State Indian Vocational Education Advisory Council?

2. Establish local advisory councils on reservations where B.I.A. schools are located?

STATE PLAN: Colorado

Priorities for the state in planning and implementing programs and activities relative to increasing native Americans in Vocational and Technical Education.

A. Assessment and identification of Program needs of Native Americans in Vocational and Technical Education within the state.

1. The needs of the southern Ute reservation have been established through an overall comprehensive economic and development plan.

2. The needs of the mountain Utes have not been established. It is consensus of this group, that the mountain Ute Tribe be informed of the need for an economic and development plan.

B. Recruitment of Native American students, teachers and teacher educators for Vocational and Technical Education within the state.

1. Distribute information pertaining to the requirements for a degree in Vocational Education.

2. Distribute information pertaining to Vocational Teacher Education courses offered on or near the reservation.

3. Distribute information pertaining to the Educational Professional Development Act Grants.

4. Inform the appropriate Vocational teacher educational institutions that there is a need for Native American vocational teachers.

C. Plan for retention of Native Americans in Vocational Education Programs.

1. We propose that the selected educational institutions and the Tribal Education Directors continue furnishing the Native American students in Vocational Education Programs with supplemental services and guidance counseling.

D. Plan for better coordination between the Colorado State Board for Community Colleges and Occupational Education and Native American Education Directors.

1. We propose that meetings between the local education agency, Western Region Planner and Education directors to develop plans for implementation of secondary, post-secondary and adult training programs.

E. Plan for implementation of the economic and development Plan.

1. To develop a time line schedule for implementation of Vocational Education

Programs for which the needs have been established by the economic and development plan.

2. To implement training in the following areas:
   a. Carpentry
   b. Plumbing
   c. Electrical
   d. Up-grading of secretaries

Priorities for the state in planning and implementing programs and activities relative to increasing native Americans in Vocational and Technical Education.

A. Assessment and identification of program needs of Native Americans in Vocational and Technical Education within the state will be based on the following:

1. We can demonstrate procedural steps for obtaining an accurate and annually updated K-12 Native American enrollment count. Such information will afford us a perspective of a multi-cultural state. Further, it will allow us an accurate count based upon positive identification of the Native American students available to be served.

2. Further, inputs will be solicited from the Title IV parent committees, Inter-Tribal council and Indian Education Advisory Council with respect to needed and viable Vocational Education Programs for the population to be served.

B. Recruitment of Native American students, teachers, and teacher educators for Vocational and Technical Education within the State of Michigan will be an area of endeavor based on the following design:

1. The Vocational Education Teacher Educator Consortium will be contacted by the team member from Northern Michigan University for the purpose of developing awareness and soliciting commitment to recruit Native American persons into the Teacher-Educator Institutions. Such an effort will be done in concert with the Indian Community.

2. Vocational Education teachers will be informed of the efforts of the State Agency to recruit Indian students in Vocational Education Programs through in-service efforts of middle management Vocational Educators at the secondary and post-secondary level. Such persons will be in-service needs. These efforts will also be done in concert with the Indian Coordinator of the State Agency. Further, efforts will be mounted in an out-reach design to make young Indian men and women aware of Vocational Education.

C. Personnel Development activities within the State of Michigan for Native American Vocational Education teachers will be mounted in the following manner.

1. Persons responsible within the state agency for E.P.D.A. Programs will be made aware of the efforts of the National Workshop in Arlington, Texas to initiate the necessary action and activities to recruit and solicit Native American participation through application for enrollment in an E.P.D.A. Program. These efforts will be in concert with the coordinator for Indian Education within the State Agency. The above efforts will also be spelled out in the outreach design of Sub-part 2 of Part B. Further, efforts will be initiated to seek approval under E.P.D.A. accreditation, those teacher

preparation institutions that are on or near significant Indian population areas.

2. Steps will be taken to include the Native American Vocational Education Teachers in any state-wide in-service activities through both the personnel development section of the State Vocational Education Agency along with the in-service activities of the special needs unit. Naturally these efforts will be coordinated with the representative of the Indian community at the Indian coordinator's desk in the State Education Agency.

D. Plans for retention of Native Americans in Vocational Education, both students and teachers, within the State of Michigan encompassed in the following:

1. Initiate lines of communication among the State Education Agencies (Vocational Education Service and the division of the superintendent, State Board of Education) and State Indian Education Advisory Council, Commission on Indian Affairs, Public School Indian Parent Committees, Michigan Inter-Tribal Council and Local Educational Agency Program Advisory Committees. Such agencies will be encouraged to disseminate information relative to service delivery in Vocational Education to their respective communities.

Proposed Program Direction:

Utilizing all the resources available, we feel the following steps (directions) will lead to a comprehensive, meaningful program for Native Americans in Michigan:

1. Identification of numbers and broad age groupings to be served.

2. Awareness Activities (involving Native Americans) that will be of an outreach nature to inform the Native American population of Vocational and career opportunities.

3. Program development to include viable occupational areas based on employment opportunities on and off the reservation. Ancillary services including assessment of physical, social and mental health needs are to be a part of program development.

4. Personnel development for Native American in all roles of vocational education including instruction, counseling and administration. The structure is to include a "step-basis" mode, i.e., para-professional to professional degree, etc.

5. A plan for developing an economic growth model for tribal resources utilizing appropriate services of the M.D.E., U.G.L.R.C., M.E.S.C. and E.D.A. that includes an assessment or resources, planning economic programs, and determining manpower needs.

U.G.L.R.C. - Upper Great Lakes Regional Commission
M.D.E. - Michigan Department of Education
E.D.A. - Economic Development Administration

Priorities for the state in planning and implementing programs and activities relative to increasing native Americans in Vocational and Technical Education.

A. Assessment and identification of program needs of Native Americans in Vocational-Technical Education within the state.

1. Upgrade data on:
   a. Secondary Vocational Education Indian enrollment.
   b. Number of Indian students from 16-21 available for Vocational Education training.
   c. Post-Secondary Vocational Education Indian enrollment.
   d. Number of American Indians 21 and up that are available for Vocational Education.

2. Employment opportunities and/or near training sites (i.e., 33 vocational technical sites, 11 reservation areas and others).

B. Recruitment of Native American students, teachers, and teacher educators for Vocational-Technical Education within the state.

1. Students:
   a. On secondary level - develop a slide tape presentation on high school Vocational Education directed toward high school Native American students.

   b. Post-secondary recruitment programs for American Indian students are underway and will continue.

   c. Recruitment of Adult American Indian persons will depend on Minnesota Chairperson Tribe. Data now being collected as well as informal contacts.

2. Teachers:
   a. Develop a master list of available candidates and distribute their resumes.

3. Teacher educators:
   a. Work with E.D.P.A. consultant.

C. Personnel development activities within Minnesota for Native American Teachers.

1. No plans at this point. (To our knowledge only five Native American Vocational Technical Teachers are now employed in post-secondary Vocational-Technical Centers.)

D. Plans for retention of Native Americans in Vocational Education, both students and teachers, within Minnesota.

1. Develop more pre-entry programs for American Indian Students.

2. Continue investigation of readability of text books.

E. Other Concerns:

1. Transportation of native American students to and from reservation or urban areas.

2. Modification of curriculum; i.e. reading level of technical materials.

STATE PLAN. Nevada

Priorities for the state in planning and implementing programs and activities relative to increasing native Americans in Vocational and Technical Education.

Short-Term Plan or Issues (5-Year Plan)

State Vocational Plan

a. Have an Indian appointed on the State Council for Vocational Education.

b. Communication - Indian leaders or representatives will be informed of state hearings on Vocational Education.

c. Nevada State Department of Education provide technical assistance to Indian Tribes, in the areas of Vocational Education Planning.

d. Implement a recruitment plan of Indian students, teachers, and teacher-educators for Vocational and Technical Education within the State of Nevada.

STATE PLAN: New Mexico

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

A. Assessment and identification of program needs of native Americans in vocational and technical education within the state.

This needs to be done from our State Department of Vocational Education in Santa Fe. We are contacting Wilma Ludwig to plan a meeting of interested parties.

Since New Mexico needs leadership and coordinators from the State Department of Vocational Education and the B.I.A., Indian Council and Tribes. We believe the State Director of Vocational Education should bring the interested parties together for planning. We will try to relay materials and ideas from this Arlington meeting to any such state meeting.

B. Recruitment of Native American students, teachers, and teacher educators for Vocational and Technical Education within the state.

We need to plan such activities.

Submitted by:

Wm. B. Runge
Teacher-Educator
University of New Mexico
Albuquerque, New Mexico

STATE PLAN: New York

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

It is our estimate that the present occupational education plan for New York State is able to meet the needs of the citizens of New York State at the secondary and post-secondary level.

The program needs of the Native Americans of New York State are as follows:

1. Representation on the Occupational Regional Advisory Boards, where there is significant Native American population. These Boards outlining the occupational needs for the region and the training programs must fit into these needs. Since the plans are written annually and for five years, and the 1977-78 boards have been formed, our efforts should be focused on getting membership on up-coming boards.

2. Professional development of guidance counselors to enable them to present the occupational climate as it exists for the Native American. The result of this effort should create an increased interest in occupational education by the Native American youth and parents.

3. A cooperative effort by the Native American community, the teacher-education institution and the State Education Department to recruit occupational teachers. The mechanism now exists, it must be publicized.

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

A. Assessment and identification of program needs of Native Americans in Vocational and Technical Education within the state.

The first step toward identifying program needs will be to organize a State Planning Committee. This committee will include representation from the North Carolina Commission on Indian Affairs, the Department of Public Instruction and Community Colleges, the various Indian tribes in the state, local education agencies and post-secondary education institutions, institutions of higher education and other concerned agencies and organizations. The planning committee will develop strategies for identifying program needs.

B. Recruitment of native American students, teachers, and teacher educators for Vocational and Technical Education within the state.

Strategies and techniques to achieve this goal will be built into the plan developed by the planning committee; however, it is anticipated that this will be accomplished through renewed efforts to recruit students for post-secondary programs, an innovative program at the secondary level known as the "extended school day program" and for students preparing for college. It is anticipated that at least two universities will be involved. In addition, it is anticipated strategies will be developed for identifying students who have left areas of concentration of Indians and have become "lost" in the large cities.

C. Personnel development activities within the state for Native American vocational teachers.

Personnel development will include secondary, post-secondary and teacher educators. Some short-range and immediate goals in this area will be accomplished through projected E.P.D.A. activities for 1977-78.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

Strategies at the secondary level will include (1) revised curricula, (2) involvement of drop-outs in the "extended school day program," (3) individualized instruction, and (4) other techniques developed by individual schools and for local education agencies. Plans for post-secondary retention will be developed through the Department of Community Colleges. Plans for preparing and retaining teachers will be developed by the universities to be involved in the effort.

STATE PLAN: North Dakota

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

A. Assessment and identification of Program needs of Native Americans in Vocational and Technical Education within the state.

Develop and administer assessment instrument for identification of Vocational Education Program needs of Native Americans in North Dakota.

Develop a comprehensive plan of Vocational Education for each reservation which provides for articulation between secondary, post-secondary and adult programs.

Establish model or demonstration program on reservations through cooperation of various education agencies.

B. Recruitment of Native American students, teachers and teacher-educators for Vocational and Technical Education within the state.

Increase the numbers of Vocational Guidance Counselors in the state.

C. Plan for retention of Native Americans in Vocational Education Programs.

Through the needs assessment referred to in section A, job opportunities for Native Americans should be determined. Vocational programs should be established to fulfill this need. Once a completing student is employed, a continual follow through system should be implemented to insure the individual is meeting with satisfactory employment. Need for continual assessment of each Vocational program and make modifications to meet the needs of students so they can be retained in the program.

D. Personnel development activities within the state for Native American vocational teachers.

In-service Vocational activities for educational personnel on or near reservations. These groups may include administrators, board members, teachers and parents.

In-service activities related to the needs of Native Americans for support personnel and teacher-educators. Support personnel may include: state vocational staff members, tribal leaders, employment assistance personnel and others charged with the responsibility of serving the Vocational Education needs of Native Americans.

STATE PLAN: Oklahoma

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

A. Assessment and identification of Program needs of Native Americans in Vocational and Technical Education within the state.

1. Should there be ear-marked set aside funds for the purpose of training the Native American, these funds should be proportionately divided to the United Tribes of Western Oklahoma and the Inter-Tribal Council of the Five Tribes.

2. Guidance provisions using a definite indoctrination of teachers, especially counselors, in all schools in state and private schools. (Implementation - doubtful)

3. That there should be additional emphasis placed on placement of the completers and that a concerned effort be made to keep completers working.

4. That certain funds be allocated to the adult population to train on the reservation in skills and human relations.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

1. That there should be included in the Plan some ways and means of initiating an active recruitment campaign for prospective teachers of Vocational Programs from the Indian population.

C. Personnel development activities within the state for Native American Vocational Teachers.

1. Provide for an Indian(s) on Advisory Board for Vocational Education.

D. Plans for retention of Native Americans in Vocational Education, both students and teachers within the state.

1. Plans of retention are good only as the instructor makes a program interesting enough to hold.

2. That consideration should be given to the counciling services to work with the Native Americans to prevent potential drop-outs and to encourage re-entry into training programs for those who have previously dropped out.

Submitted by:
Oklahoma Delegation for State
Plan Consideration.

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

Activities

1. Indian Representation
2. State Board training workshops (Mini-workshops)
3. Staff orientation
4. Teacher education
5. Local awareness-initiate program
6. More involvement/cooperation/coordination with all programs related
7. Extension of mobile shop concept
8. Vocational education lend to A.A. - post-secondary
9. More intensive education
10. Up-grading
11. Establish job entry level
12. Needs for Vocational Education have to be established/justified
13. Accountability
14. Commitment

Plan of action to involve State Board of Vocational Technical Education in the needs of Indian Vocational-Technical Programs.

I see the approach to the State Board of Vocational Technical Education as being positive yet conciliatory. My suggested strategy is as follows:

a. Meet with the state director of Vocational Education and report on the conference. Outline specifics of the Vocational Education Act that directly relates to Indians in South Dakota both reservation near reservation and urban Indians.

b. Explore possibilities of extending present Vocational Education programs to Indian reservation. Special attention should be given to the mobile unit concept now in existence in North-Western South Dakota.

c. Plant the idea of needed in-put from Indian educators for a successful and lasting program. Therefore it is essential to have Indian representation on the State Board. Maybe an advisory board at first (one-year) and later one or more Indian on the appointed board.

d. Indian educators draw up a five year plan for a comprehensive vocational education in South Dakota coordinating existing Indian vocational programs with existing and contemplated state programs.

e. Cooperatively (State-Indian) design a training program for future vocational-technical instructors. This would be a two year, four year, or advanced program. The board (Indian & State) would serve as a screening agency for applicants. The board would serve as a parent for the student providing adequate funding encouragement also requiring accountability.

f. Specify the need for the State director and staff to attend and participate in awareness and training sessions to improve a working relationship with Indian programs.

We Indian educators must develop good and lasting programs that are to be a permanent part of the total State program. We are charged with the responsibility to carefully select instructors and representatives who are committed to the concept of Vocational-Technical Education and will promote the suggested cooperative relationship.

Proposed Program Direction

A. Assessment and identification of program needs of Native Americans in vocational and technical education within the state.

1. Indian Representation on State Vocational Education Board.
2. Develop Comprehensive plan

a. Current and future job opportunities
b. Local initiative in presenting secondary and post-secondary
c. Identify programs currently available with Vocational Education concerns (i.e. BIA Service for Blind, Vocational Rehabilitation, Local multi-district, etc.)
d. Develop bridges through, concern, cooperation, coordination and communication
e. Assess budgeting needs
f. Develop federally sponsored grant to finance the above

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

1. Employ recruiters from the Native American population.
2. Encourage the development of specialized scholarship funds.
3. Better publicize the opportunities.
4. Develop a work ethnic.

C. Personnel development activities within the state for Native American vocational teachers.

1. As mentioned above (recruiters)
2. Lyceum programs at elementary and secondary level

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

1. Develop a salary schedule that is competitive.
2. Intensive campaign to stress the need for the value of, and the good that individuals can do for many Native Americans.

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

A. Assessment and identification of Program needs of Native Americans in Vocational and Technical Education within the state.

1. Vocational-Technical Teachers must be of the highest quality both in appearance and education.

   a. Compare salary range.
   b. Compare building facilities.

2. Identify all non-reservation Indians by official registration.

B. Recruitment of Native American students, teachers, and teacher educators for vocational and technical education within the state.

1. In order to increase participation of all students or a larger percentage of them motivation must be enhanced to procure better teacher trainers for Vocational Technical positions.

2. Desire for participation must be developed in Teacher Trainers, Teachers and Students.

C. Personnel development activities within the state for Native American vocational teachers.

1. General quality, appearance and character must be impeccable.

2. Standards must be the same or higher than that of academic teachers.

D. Plans for retention of Native Americans in Vocational education, both students and teachers within the state.

1. Equal salaries at the very least for Vocational Technical Teachers to that of academic teachers. Endeavor to get Vocational Technical teachers to instill in their students pride.

2. High goals must be set for students to attain with their capabilities.

STATE PLAN: Washington

Priorities for the state in planning and implementing programs and activities relative to increasing Native Americans in Vocational and Technical Education.

We have been informed that the Washington State 5 year plan has no plans for Indians. Therefore, the Washington tribes represented will convene a state vocational technical conference in the last week of March for our planning purposes.

AGENDA

Federal Level

I. 1976 Amendments of the Vocational Act under Title II

II. Report and recommendations from National Native American Workshop:

Increasing participation of Native American in Vocational Education (February 1977)

State Level - Resources & Reports

I. Presentation of resources available from state

II. State 5 year plan

a. Identification of Indian programs in plan
b. Vocational technical monies
c. Special needs monies

III. Directions for comprehensive vocational economic development planning for individual tribes

IV. Presentation of Tony Hollow's proposal "teacher training and journeyman skills on the reservation"

V. Recommendations from tribes planning

VI. New rules and regulations - 94 482 Public Law

VII. Report from Indian representative on State Vocational Advisory Committee, Dennis Copeland Director

STATE PLAN: Wisconsin

Wisconsin Indian Recommendations to the Wisconsin State Plan of Vocational-Technical and Adult Education

Developed by:

Mr. Charles McGeshick, Chairman, Great Lake Inter-Tribal Council
Mr. Eugene Taylor, Chairman, St. Croix Tribe
Mr. Joe Rose, Chairman, GLITC, Education Committee
Mr. Bruce McConnell, Consultant, VTAE, Wisconsin
Mr. Roy A. Philbrick, Supervisor, Indian Education DPE Wisconsin

National Native American Workshop
Increasing Participation of Native Americans in
Vocational Education
Arlington, Texas
February 20-23, 1977

I. State planning efforts shall include the following:

A. Identification and Assessment

Vocational-Technical programs within the state include Indian tribes in the identification process on Indian reservations and that Indian organizations and Indian Educational Advisory groups be included in identifying potential Indian staff and students within off reservation urban areas. In considering the various socio-economic bilingual factors, etc. that the tribes be provided assistance which may include funds for the development and implementation of the identification and assessment of Indians in Vocational-Technical Programs. Further, that this Indian student needs assessment be developed at the district and tribal levels.

B. Recruitment (Teachers and Students)

That the Vocational-Technical Programs work with an advisory group composed of representation from the GLITC in developing a referral system in the hiring of Indian Personnel. In bridging the gap between the professional and those individuals who have a less formal educational background that provisions for employment consider trainee positions allowing Indian personnel to be hired and trained for a specific job on a permanent basis. Also, that a state conference involving Indian students in high schools and Indian people from Indian communities be a yearly conference making Indian people more aware of Vocational-Technical Programs.

C. Personnel Development

That the Indian personnel employed within the various Vocational-Technical programs in Wisconsin meet at several times during the year in making suggestions for improving their roles as Vocational and Technical personnel and in recruiting Indians in Vocational-Technical programs.

That state administrators of the Vocational-Technical programs of VTAE and D.P.I. develop a specialized effort working with Indian personnel in Vocational-Technical programs in implementing improved programming and reaffirming the affirmative action programs. The Indian staff should be included in in-service and special orientation programs creating an Indian awareness in Vocational-Technical Education.

D. Retention

That a special two week, two college credit workshop on Vocational Education be conducted for Home-School Coordinators and other Indian high school personnel this summer or a 3 day workshop on or near a reservation. That a long term counseling training program for persons employed at V.T.A.E. schools as counselors be set up. This could be a Nicolet College and Technical Institute (a VTAE School) and University of Wisconsin, Milwaukee joint venture. That a special study effort considering the social economic, bilingual, cultural, etc. factors of Indian Vocational-Technical Students be developed to ascertain the retention and academic progress. This study would be planned and developed with the GLITC, its Educational Advisory Committee and the Council on Indian Education.

II. The proposed program directions are as follows:

A. That an annual reporting process be developed with the respective Wisconsin Agency head, the Indian tribes, and Indian organizations. Secondly, that the Wisconsin participants at this conference, representing State V.T.A.E., State D.P.I., Great Lakes Inter-Tribal Council, GLITC Education Committee, and one local tribal council chairman, will participate in presenting this report to the State Superintendent of public instruction, Dr. Barbara S. Thompson and the Executive Director of the Wisconsin Board of Vocational-Technical and Adult Education, Mr. Eugene Lehrmann.

B. That the Vocational-Technical programming develop a curricular effort including the economic and training programs taking place on Indian reservations. This would allow for more on-site training and involve coordination with CETA, MDTA, ITEC and apprenticeship programs which would benefit Indians.

C. Further that provisions be developed allowing for contractual services with Indian tribes involving a specialized effort serving Indian tribes and Indian communities with Vocational Technical Programs. If possible, a full-time staff person working with Indian tribes and Indian Organizations would

be hired, with the position description being with the GLITC and its Educational Advisory Committee.

D. In reference to expanding Vocational Educational programs for Native Americans at the high school level, a facility housing equipment, etc. be planned and built in the newly created school district, the Menominee Indian School district, which has about 90% Indian student population.

E. In addition, a specialized effort be initiated to include the high drop out rate of Indian students in public and private schools.

F. An increased emphasis be placed on the career opportunities available for Indians to be aware of the job market in the total K-12 educational program in public schools.

Confederate Tribes of the Chehalis
P.O. Box 243
Oakville, Washington 98568

Melvin L. Youckton, Chairman
Curtis Levi DuPuis

Re: Future Indian Vocational Education Programs

Gentlemen:

The Chehalis Business Committee has established a tribal Vocational Education Program utilizing the following funds:

1.	Indian Action Team	BIA
2.	Adult Education	BIA
3.	CETA related	Labor
4.	General In-Service	Assorted tribal program
5.	Tribal Management Training	Tribal General Fund

The Chehalis Business Committee has noted the following problem categories as we provide vocational education programs to tribal employees and the reservation service unit population:

1. Vocational Education Program Planning

   The Chehalis tribal planning staff can enumerate the major needs, opportunities, and activities necessary to scope out the intent or schedule of a Chehalis Vocational Education program; however, the Chehalis staff has not completed the final refinement of a complete Vocational Education program considering factors such as:

   A. Who are, who may remain, or who will emerge as the continuing local employer?

   B. As circumstances change in 20 years, will tribal members migrate to where their respective job skills occur?

   C. How extensive should the Chehalis or local Indian Vocational education be:

      1. Remedial Education (counseling and evaluation)
      2. Skill Training
      3. Job Placement
      4. Breadth of classes available

   D. Should the Chehalis Vocational Education program be state or federally licensed or charactered?

2. Preparation or achievement ability of Chehalis Vocational Education students

Chehalis Vocational Education instructors observe to following traits or achievements among our Chehalis students:

A. Well educated or otherwise qualified students

We find these students have good education, background, average or better aptitudes and an identification of their vocational objectives. They will do well in school.

B. Interested, but reserved, students

We find these students need to be counseled, job site experienced, and given greater individual services. Some remedial education or improvements of aptitude need to occur per student.

C. Reluctant Vocational Education students

We find these students may be court referred, family pressured, GED development, or high school substitution which means they do not appreciate the opportunity, fail to develop their ability, or passively participate in the Vocational Education Program.

One of the bigger problems we face is the long time lapse between the time the student first counsels, enrolls, and completes any portion of the Chehalis Vocational Education Program.

3. The Philosophy or opportunity of a Chehalis Vocational Education to responsive individual applicant or to the entire reservation service unit population

These underpaid, under-employed, or unskilled seasonal men or women have no employment future. Every day, every year, it is harder for an uneducated and/or unskilled person to get a job.

Usually, this person can only qualify for or complete a Menial Vocational Course which will ensue his remaining lifetime employment in a low benefit job, this may mean the person will be relegated to the poor segment of society.

The easiest answer is to develop a vocational education program that is not appropriate only to the most or reasonably successful Chehalis student.

4. Problem of maintaining Chehalis student in tribal or non-tribal Vocational Education Program

The Chehalis tribes observes the following problem of keeping students in Vocational Education Programs:

A. Time lapse between initial interview, counseling, enrollment and program completion.
B. Correlating student interest with local employer need
C. Availability or competence of Chehalis Vocational Education program to respective student class request.
D. Stipend funds at a level for a student and his family to complete the program.
E. Remedial education of student before actual Vocational Education class enrollment.
F. Day care service for adolescent children.
G. Dependable transportation
H. Conflicting, non-appreciative welfare, V.A., BIA, or GI regulations which inhibit enrollment of student into Vocational Education Programs.
I. Financial Income family or student level regulations.
J. Non-certification of tribal Vocational Education Programs.

Participant Evaluation Form

National Native American Workshop

Directions: Please circle the number which best represents your reaction to each of the items below.

	PRESENTATIONS CONTENT					
		Beneficial				No Benefit
1.	REPORT ON 1975-1976 NATIVE AMERICAN PROJECT	5	4	3	2	1
2.	PANEL PRESENTATION OF 1976-1977 NATIVE AMERICAN PROJECT	5	4	3	2	1
3.	ROLE OF THE NATIONAL ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION	5	4	3	2	1
4.	OVERVIEW OF THE 1976 VOCATIONAL EDUCATION AMENDMENTS	5	4	3	2	1
5.	VOCATIONAL EDUCATION FROM THE AREA OFFICE	5	4	3	2	1
6.	USOE PERSONNEL DEVELOPMENT ACTIVITIES	5	4	3	2	1
7.	A VOCATIONAL TRAINING PROGRAM FOR NATIVE AMERICAN ADULTS	5	4	3	2	1
8.	THE IMPORTANCE OF GRANTSMANSHIP	5	4	3	2	1
9.	IMPLEMENTATION OF VOCATIONAL EDUCATION THROUGH THE BUREAU OF INDIAN AFFAIRS	5	4	3	2	1
10.	THE CONTINUING COMMITMENT	5	4	3	2	1
11.	PROMISING PRACTICES	5	4	3	2	1
12.	REGIONAL MEETINGS FOR DEVELOPMENT OF STATE PLANS	5	4	3	2	1
	OVERALL EVALUATION	Excellent				Poor
13.	WORKSHOP ORGANIZATION WAS:	5	4	3	2	1
14.	FACILITY AND ACCOMODATIONS WERE:	5	4	3	2	1
15.	SCOPE AND CONTENT WERE:	5	4	3	2	1
16.	PERSONAL PROFESSIONAL GAIN WAS:	5	4	3	2	1
17.	APPLICABILITY TO YOUR INDIVIDUAL STATE WAS:	5	4	3	2	1
18.	WORKSHOP ATMOSPHERE WAS:	5	4	3	2	1

19. COMMENTS AND RECOMMENDATIONS FOR FUTURE NATIONAL EPDA PROJECTS.

APPENDIX D

Resource Manual Information

NATIONAL NATIVE AMERICAN WORKSHOP
RESOURCE MANUAL

CONTENTS

GREEN TAB 1 - CONFERENCE INFORMATION

- Agenda
- Tentative Issues and Questions
- Workshop Resource Personnel
- State Team Members
- State Personnel Development Coordinators

YELLOW TAB 2 - PROJECT REVIEW

- Abstract
- Planning Committee Members
- 1975-1976 National Native American Project Report (Bob King)
- Recommendations

BLUE TAB 3 - CURRENT PROGRAMS

- Participating States Program Development Activities
- New State Plans Developed During Workshop

ORANGE TAB 4 - RESOURCES

- Career Development Opportunities for Native Americans
- Glossary of Terms Relating to Contracts and Grants (Dr. Billy N. Pope)
- Indian Population by Sex and Urban and Rural Residence, 1970
- Indian Population Ranking, 1970, Census of Population
- Education Programs for Indian Cultures
- American Way and The New Yorker on Native American Cultures
- EPDA: What's In It For You? (Duane Nielsen and Frank Perazzoli)
- The Role of the National Advisory Council for Vocational Education (Warren Means)

PINK TAB 5 - STUDIES AND PROJECTS

- Bridging the Gap: Recruiting Indian People for Careers in Education
- List of Studies and Projects Pertaining to Native Americans

RED TAB 6 - NEW LEGISLATION

- Overview of the 1976 Vocational Amendments (LeRoy Cornelson)
- CSHB 904--Legislation of the State of Alaska

WHITE TAB 7 - ADDITIONAL INFORMATION

- Notes

APPENDIX E

Special Conference

CONFERENCE ON VOCATIONAL EDUCATION FOR AMERICAN INDIANS
DENVER MARINA DENVER, COLORADO
JUNE 29-30, 1977

WEDNESDAY
TIMBERLINE ROOM

1:00 - 1:30	WELCOME AND INTRODUCTION	Arch Alexander
1:30 - 2:15	EPDA 553 NATIVE AMERICAN PROJECTS	Gay Lawrence
2:15 - 2:30	BREAK	
2:30 - 3:00	VOCATIONAL EDUCATION AND TRAINING PROGRAMS FOR NATIVE AMERICANS	Hazel Elbert
3:00 - 3:30	CURRENT STATUS OF RULES AND REGULATIONS: PUBLIC LAW 94-482	Doris Gunderson
3:30 - 4:30	GROUP SESSIONS BY STATES	Arch Alexander

CALIFORNIA	ARIZONA	MICHIGAN	OKLAHOMA
OREGON	COLORADO	MINNESOTA	NORTH CAROLINA
WASHINGTON	NEVADA	NORTH DAKOTA	NEW YORK
	NEW MEXICO	WISCONSIN	

THURSDAY
TIMBERLINE ROOM

8:30 - 9:00	COFFEE AND ROLLS	
9:00 - 10:30	PANEL ON VOCATIONAL INDIAN EDUCATION	Arch Alexander Sid Carney Hazel Elbert
10:30 - 10:45	BREAK	
10:45 - 11:15	NATIONAL INDIAN EDUCATION NEEDS ASSESSMENT PROJECT REPORT	John Reimer
11:15 - 12:00	REPORT FROM THE COALITION OF INDIAN CONTROLLED SCHOOL BOARDS	John Holder
12:00 - 1:30	LUNCH	
1:30 - 2:30	FEDERAL PROGRAMS IN VOCATIONAL EDUCATION	John Lacey
2:30 - 2:45	BREAK	
2:45 - 3:45	MEETING COMMON PROBLEMS IN UNCOMMON WAYS	Bob Taylor
3:45 - 4:00	EVALUATION AND TRAVEL	Zed DeVaughan

CONFERENCE ON VOCATIONAL EDUCATION

FOR AMERICAN INDIANS

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SPECIAL CONFERENCE ON VOCATIONAL EDUCATION
FOR NATIVE AMERICANS

PROBLEMS OF INDIANS IN URBAN AREAS

1. Keeping students in school until they can benefit from Vocational Education programs.
2. Inadequate communications, trust, and understanding between the Indian community and the school.
3. A lack of cultural awareness.
4. A relatively high rate of unemployment among Indians due to factors which cause them to relocate.
5. An inadequate number of Indians in teaching and/or other professional education positions.
6. There is no research based needs assessment of Indians to guide program planning for Vocational Education.
7. Many Indian students leave vocational programs early (before completion) need better counseling services to prevent drop-outs and to encourage re-entry into training programs for those who have previously dropped out.
8. There is a need to identify Indian populations who have occupational training needs.
9. There is a need to provide re-culturalization programs for Indians who move from rural to urban areas.
10. A need to provide an opportunity for students who have been relocated into urban areas for vocational education to return to their home reservations for weekends and/or vacations.
11. There is a lack of individual leadership among Indians in urban areas.
12. There is a lack of facilities to operate vocational education programs for Indians.
13. The inability of the existing delivery system to respond to the uniqueness of the Indian population.
14. The gap which exists between socioeconomic philosophies of Anglo and Indian cultures. This is mainly evidenced in attitudes toward occupational environments, job values, and work ethics.
15. There is a need to do a better job of recruiting more Indian students into vocational education.
16. Lack of adequate financial resources. A need to help students to earn while learning.
17. There is a lack of articulated leadership which represents the majority of Indians in a community.
18. There is a lack of personnel who are trained to cope with the educational problems of Indians. People who have an awareness of resources for supportive services, who are capable of communicating with Native Americans and of following up with Indians, and who perceive the needs of Indians are needed.
19. There is a lack of involvement of the Indian parent in the planning, design, and implementation of programs to meet the needs of Indian Students.
20. There is a lack of curriculum materials which are culturally adjusted to meet the needs of indian students.
21. The low academic achievement level of Indian students prevent them from fully benefitting from most regular vocational programs.

22. Many vocational students are handicapped by social problems resulting from relocation, such as: alcoholism, loneliness.
23. Occupational counseling for Native Americans in urban areas is woefully inadequate.
24. It is difficult to demonstrate role models for Native American students because of the low numbers of Indian professional educators in vocational education and the lack of numbers of successful Indian vocational graduates.
25. Employment Assistance Funds administered by the Bureau of Indian Affairs are refused to Indians who live in urban areas.
26. There is no national agency or program which assists Indians in obtaining information or assistance about enrolling in vocational education programs.
27. A disinterest and indifference on the part of the Bureau of Indian Affairs educational agencies about the problems of Indians in urban areas who are not enrolled in reservation programs. No assistance is offered to Indians by BIA in preparation for move from reservation to urban areas.

PROBLEMS OF INDIANS ON RESERVATIONS/TRIBAL LANDS

1. BIA Employment assistance takes too long to get and is inadequate to meet the needs of most applicants.
2. BIA has no apparent coordination with other funding agencies and does not provide counseling assistance to students in obtaining financial support while in an occupational education program.
3. Tribal funds have proven to be undependable in many cases and are frequently withdrawn from students before they complete their programs.
4. Schools approved by BIA for vocational training of students frequently are too far from the reservation for students or families to move with limited incomes.
5. Employment opportunities are too limited on reservations to provide adequate placement for vocational trainees.
6. It is almost impossible to have a unified approach to vocational education programs because of the widely differing philosophies among tribes.
7. Different dialects and unwritten Indian language make it difficult to develop curriculum and instructional programs.
8. The accreditation of secondary and post-secondary programs operating on reservations is a problem. Who does the accrediting and what procedures should be followed?
9. The recruitment and training of vocational education teacher educators to work with in-service and in-service Indian educators is a problem.
10. There is a lack of adequate guidance and counseling services on reservation tribal lands.
11. There are many transportation problems involved in getting Indian students from reservation to widely distant vocational education schools.
12. We currently lack a good design for a vocational delivery system for bring vocational education opportunities to widely scattered tribes.
13. There is a lack of good system for getting feed-back from Indians.